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Course Profiles

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Course Profile

International Languages (Italian)

Level Two Academic

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Italian
10C Level 2
Academic
Copy 2

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Summer 2000

BDC-6453
OHEC c.2

Course Profiles are professional development materials designed to help teachers implement the new Grade 10 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Acknowledgments

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Catholic Curriculum Co-operative Institute for Catholic Education

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Course Overview

International Languages (Italian) Grade 10, Level Two Academic

Identifying Information:

District/School:	York Catholic District School Board
Project Manager:	Allan Mackey, York Catholic District School Board
Lead Writer:	Dolores Nero, York Catholic District School Board
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Course Type:	Academic
Credit Value:	1
Development Date:	July, 2000
Course Title:	Italian
Grade:	Level 2
Course Type:	Academic
Ministry Course Code:	LWIAD/BD
Document:	The Ontario Curriculum Grades 9 and 10 Classical and International Languages, 1999

Description/Rational

This Level 2 beginner's course provides students with the language learning experiences that will enable them to communicate in Italian. Students begin to communicate with native speakers of Italian and continue to develop and apply their speaking skills in a variety of contexts while exploring a variety of themes such as friends and family, personal talents, physical and psychological well-being, and the community. Using age- and language-appropriate readings, students participate in activities that improve their reading comprehension and writing skills. They also study Italy's geography and explore various aspects of Italian culture, such as customs and the arts, by participating in community activities involving both print and technological resources.

This course is designed to simultaneously serve all of the learning expectations mandated in the Policy Document for Level 1 and Level 2 studies.

How This Course Supports the Ontario Catholic School Graduate Expectations

In this course, students are be challenged to communicate effectively in Italian and to respond openly and honestly in the celebration of the Catholic faith. As a community of Catholic believers, they acknowledge their responsibilities as self-directed, life-long learners, while offering compassion and sensitivity to the members of that community. They demonstrate the value that family and friends hold in society and participate in activities that allow them to minister to the family, school, and wider parish community through service. Through Italian language-based activities, and in various genres, students reflect on and celebrate their God-given talents in a confident and positive sense of self and others. Students are encouraged to speak the language of life by recognizing their lives and bodies as gifts and they are challenged to verbalize ways to protect and cherish it as a temple of our Creator. Liturgical experiences culminate in a student-directed celebration of the Mass in Italian.

Unit Titles (Times + Sequences)

Unit 1	In Una Scuola Cattolica	20 hours
Unit 2	Visi Famigliari	20 hours
Unit 3	I Nostri Doni	20 hours
Unit 4	Corpo, Anima, Mente	20 hours
Unit 5	Serviamo La Nostra Comunità	30 hours

Unit Organization

Unit 1: In Una Scuola Cattolica

Time: 20 hours

Unit Description

This unit explores the theme of the student in today's Catholic classroom. The teacher introduces beginning students of Italian to basic greetings and salutations using the appropriate level of formality. Students prepare and present dialogues and talk about their timetable and knapsack. They begin to read simple stories and research specific Italian Catholic churches. The introduction to prayer in Italian assists students with the writing of their own personalized prayer. They also begin preparing for the final liturgical celebration by practising the Introductory Rite. The teacher assesses student progress in all skill areas.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: 1b, 1d, 1f, 2b, 2c, 3b, 3d, 4e, 4g, 5a, 5c, 5e, 5g, 7a, 7f, 7g, 7j.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations: OLV.01, OSV.01, REV.01, WRV.01.

Specific Expectations: OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, OS1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05.

Unit 2: Visi Famigliari

Time: 20 hours

Unit Description

The main focus of Unit 2 is to introduce the students to the theme of family and friendships. Students create an acrostic poem and a family tree. They also explore the various cultural and religious holidays by reading "*Una lettura festosa*". Students learn the importance of friendships in their lives in the activity of their ideal friend. Such activities promote respect of the rights, responsibilities, contributions, and diversities of others. This unit culminates in the preparation of the Liturgy of the Word for the final celebration of the Mass.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: 1c, 1d, 1i, 2a, 2b, 2c, 3c, 4a, 5a, 5e, 6a, 6c, 7f, 7g.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations: OLV.01, OSV.01, REV.01, WRV.01.

Specific Expectations: OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.04, RE1.01, RE1.02, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05.

Unit 3: I Nostri Doni

Time: 20 hours

Unit Description

In this unit, students explore the theme of leisure activities as they continue to learn to express themselves with confidence in Italian. A variety of sub themes such as hobbies, pastimes, and recreational activities are studied. Students reflect on, write about, and celebrate their personal talents and values. They also engage in poetry writing in the Michelangelo and Da Vinci art gallery. Students practise reading the prayers of the Liturgy of the Eucharist in preparation for the final liturgical celebration.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE1a, 2a, 3a, 4a, 4h, 5c, 5g, 6a.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations: OLV.01, OSV.01, REV.01, WRV.01.

Specific Expectations: OL1.01, OL1.02, OS1.01, OS1.02, OS1.03, RE1.01, RE1.02, RE1.04, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05.

Unit 4: I Nostri Doni

Time: 20 hours

Unit Description

In this unit, students examine health and food choices. They learn to appreciate and adopt a holistic approach to their mental, spiritual, and physical health. Students learn how to express quantity, and needs. They conduct a survey, create a poster, and devise a menu for a balanced and healthy lifestyle. Soccer is the cultural component of this unit and a variety of activities illustrate this sport's, popularity in Italy. Students continue to prepare for the celebration of the Word and the rite of communion for the final celebration.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: 1a, 1b, 1i, 2a, 2b, 2c, 3c, 4a, 4b, 4e, 4f, 4g, 4h, 5b, 5e, 5g.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations: OLV.01, OSV.01, REV.01, WRV.01.

Specific Expectations: OL1.01, OL1.02, OS1.03, OS1.01, OS1.02, OS1.03, OS1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04.

Unit 5: Serviamo la nostra comunità

Time: 30 hours

Unit Description

In this final unit, students look beyond their own lives and recognize the needs of others. They examine ways of making meaningful contributions to society. The activities in this unit provide opportunities for oral communication, reading, and writing, while focussing on the community at large. Students use interrogative expressions in Italian to ask questions effectively. Students learn to express past experiences. Through reflective writing, collaborative activities, and community service, students examine their role as Christian leaders. Students dramatize Jesus' life in their own words to bring his good deeds to life through role-play. They unite in the final and culminating activity, the liturgical celebration.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: 1b, 1d, 1f, 1i, 2a, 2b, 2c, 3d, 4a, 4b, 4c, 4f, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 6e, 7j.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations: OLV.01, OSV.01, REV.01, WRV.01.

Specific Expectations: OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, OS1.04, RE1.01, RE1.02, RE1.03, RE1.05, WR1.01, WR1.02, WR1.04, WR1.05.

Course Notes

Students who have not taken the Level 1 Academic course (i.e. LWI AD) are automatically in a bi-level course that should be coded LWI AD/BD. This course profile is of 110 hours in length and as such could constitute a self-contained course. If the users prefer, however, they may select activities "à la carte" which will complete their course of study.

Teachers begin their lesson with brief oral warm up exercises to review previous vocabulary and language elements which are necessary for the day's activities.

Although students will be engaged in numerous and varied reading activities throughout the course profile, they engage in a formal novel-reading activity in Unit Five when they have acquired the essential linguistic base necessary to be able to comprehend and appreciate literature more fully. Teachers are to address school and board policies regarding acceptable use of the Internet and safety procedures on excursions into the community.

Teaching/Learning Strategies	Assessment and Evaluation
	The assessment/evaluation plan includes the following:
• audiotape exercises	**Paper and pencil Tests**
• teacher modelling	• on-going quiz, unit tests (teacher created)
• choral reading	• final examination (oral and written)
• role-playing	
• number games	**Teacher Observation**
• labelling	• formal/informal
• conferencing	• peer/teacher conferencing
• collaborative/co-operative learning	
• Internet searches	**Performance Assessment**
• brainstorming	• oral presentations
• written reinforcement exercises	• research projects
• independent research	• formal written assignments
• reading comprehension	• journal writing
• caption writing	
• cloze exercises	**Personal Communication**
• formal written assignments	• self-/peer assessment
• poster creation	• teacher feedback
• questioning	• ongoing verbal feedback
• survey	

• interviewing	**Assessment Tools include:**
• oral presentations	• checklists
• composition writing	• rubrics (oral and written)
• response to reading	• anecdotal comments with suggestions for improvement
• memorizing	• peer evaluation
• journal writing	• marking schemes
• fieldtrip	• final examinations (oral and written – teacher-created)
• independent reading	• CD-ROMs
	• magazine articles
	• peer editing
	• teacher editing
	• group work
	• role-playing
	• dialogues/skits
	• video/audio tapes

Accommodations

Teachers are expected to be acquainted with students' Individual Education Plans (IEPs) and the unique learning characteristics of individual students and make the necessary accommodations. In order to accommodate the needs of these students, a variety of strategies, techniques, or resources may be used (e.g., additional time allotment, pairing students according to task, providing models or examples, modifying oral or written tasks, etc.). Every attempt should be made to meet the needs of students.

Teachers will:

- consult with Special Education staff while reviewing IEPs of students with special needs, noting recommendations and accommodations for all identified students (e.g., gifted, ESL, ESD, and students with physical challenges);
- refer to the IEPs when assessing and evaluating students;
- arrange for remedial and/or enrichment opportunities for these students;
- select partners so that students may assist each other and help meet challenges.

Resources

Print

All'Avventura Series: (1) *Destinazione Italia*. (2) *Avventure in Toscana*. (3) *Sulla Strada del Contrabbando*. (4) *Pericolo sulla Costa Amalfitana*. St. Paul, Minnesota: EMC Corporation, 1993.

Bancheri, Salvatore and Michael Lettieri. *Lettura e conversazione*. Canada: University of Toronto Press, 1986.

Barilli, Ettore e Sergio Pennacchietti. *Dizionario delle Citazioni Milano*. Rezzoli Editore, 1993.

Bevis, Rosemary. *For Beginning Italian Students*. Chicago Illinois: NTC Language Masters, 1999. (pp. 14-18, 20, 21, 22)

Boni, A. *Italian Regional Cooking*. New York: Crescent Books, 1989.

Bozzo, Giovanni. *Parole nel contesto*. Montréal: Eder & Eden, 1996. (p. 19)

Briefel, Liliana. *Raccontini Simpatici*. Illinois, U.S.A.: National Textbook Co., 1988. (accompanying audiotapes)

Buioni, Luca, Carmella Carnovale, Antonia DiBello, Marisa Manacorda, and Marisa Mirenzi. *Io Amo l'Italiano 1*, 2. Milano: Edizioni Arcobaleno. Toronto: Editore Soleil, 1994.

Celli Merlonghi, Franca et al. *Oggi in Italia 6th ed.* Boston: Houghton Mifflin Company, 1998. (text, workbook, audiotape)

Danesi, Marcel. *Adesso! 2nd ed.* Toronto: Heinle Publishers, 1997. (text, workbook, audiotape)

D'Allera, J. *Incontri Culturali-Cross-Cultural Mini-Dramas*. Lincolnwood, Illinois, USA: National Textbook Co., 1990.

D'Onofrio, Michela. *Musica Contemporanea Italiana*, 1988. (Gli Uccelli, p.60)

Encyclopedia Britannia World Atlas

Federici, Carla and Carla Riga. *Ciao 2nd ed.* Montréal: Holt, Rinehart & Winston Inc., 1990.

Fortunato, Mons. Rocco. *La Santa Messa*. Bari: Edizione Paoline, 1969.
(available through Daughters of St. Paul, 3022 Dufferin Street, Toronto, Ontario, (416) 781-9131)

Gavazzi, Elena and Giacomo Vittorio Paolozzi. *Le Regioni d'Italia*. Italy: Istituto Geografico de Agostino s.p.a., 1990.

Glasgow, Mary. *Idee pratiche*. St. Paul, U.S.A.: EMC Publishing, 1994. (p. 63)

Graziano, Carlo. *Dialoghi simpatici*. Illinois: National Textbook Co., 1986.

Idee pratiche per le lezioni d'Italiano. St. Paul, Minnesota: EMC Publishing, 1994.

La Vita di Gesù. Milano: Gruppo Editoriale Fabbri, 1981.

Love, Catherine E. *Dizionario Italiano/Inglese – Inglese/Italiano*. Great Britain: Collins- Mordadori, 1989.

Macchi, Vladimino. *I Dizionari Sansoni, Inglese-Italiano, Italiano-Inglese*. Firenze: G.C. Sansoni Editore, 1985.

Merlonghi e Merlonghi. *Oggi in Italia 6th ed.* U.S.A.: Houghton Mifflin Company, 1998. (textbook, p. 10; quaderno, p. 112, 13 (H, I))

Mollica, Anthony. *A Picture is Worth a Thousand Words*. Welland: Editions Soleil, 1992.

Mollica, Anthony. *A te la scelta, Libro Primo*. Editions Soleil Publishing, 1992.

Nannetti, Remo. *NTC Language Masters for Intermediate Italian Students*. Lincolnwood, Illinois, USA: National Textbook Co., 1999.

Technology

C-D ROM, *Italian for Everyone*, Cambridge, MA: The Learning Company, 1997.

Italian Grammar Computerized. Hamilton: Tralco Educational Services Inc., 1995.

Marcellino Pane e Vino (Master Video Productions)

Moro, Anna L. and Samuel D. Cioran. *Incontri a Roma*. Hamilton: McMaster University Press, 1997.

Soccer Superstars 3D (Conrad Television Associates Ltd., 1990)

Your Guide to 57 Decadent Cooking Holidays in Italy

Magazines/Newspapers

A Tavola – Editing S.p.A., Via Pergolesi 27, 20124 Milano, Tel: 39-2-66980854, Fax: 66710350

Calcio 2000

Cioccolata & Co – Il Periodico Editore, Via Piasacane 16, 20129 Milano, Tel: 39-2-70100135, 70100140, Fax: 70102515

Corriere Canadese

Cucina Naturale – Zana Editori SRL, Via Emilia Ouest 954, 41100 Modena, Tel: 39-59-891700, Fax: 891661-891701

Cucina Salute – Techniche Nuove spa, Via Ciro Menotti 14, 20129 Milano, Tel: 39-2-7570325, Fax: 7570332

Gambero Rosso, Via Arenula 53, 00186 Roma, Tel: 39-6-6830071, Fax: 6877217

Guerino sportivo

Hurrà juventus

La Cucina Italiana – Ed. Quadratum Spa, Piazza Aspromonte 13/A, 20131 Milano, Tel: 39-2-706421, Fax: 70638544

La gazzetta dello sport

Pasta & C – Il Periodico Ed., Via A. Pisacane 16, 20129 Milano, Tel: 39-2-70100135, Fax: 70102517

Sale e Pepe – Arnoldo Mondadori Ed. S.P.A., 20090 Segrate, Milano, Tel: 39-2-75421, Fax: 75422615

Tutta Cucina – Arnoldo Mondadori Ed. S.P.A., 29909 Segrate, Milano, Tel: 39-2-75421, Fax: 75422302

Online Bibles

www.crs4.it/~riccardo/letteratura/bibbia/bibbia.html

www.bible.gospelcom.net/bible? - language = italiano

www.intratext.com/testi/NTPBibbia-it.txt/!indice.htm

Community

Columbus Centre, 901 Lawrence Ave., W., Toronto, Ontario (416) 789-7011

Consulate General of Italy, 136 Beverly Street, Toronto, Ontario, M5T 1Y5
Telephone No. (416) 977-2193 Fax No.(416) 977-5422

Elementary Schools where Italian is taught

Family Members

Istituto Italiano di Cultura

496 Huron Street, Toronto, Ontario, M5R 2R3, Tel: (416) 921-3802/-0499, Fax No.: (416) 962-2503

Italian Retirement Homes in the community such as Villa Colombo in Toronto

Italian-Speaking Community Volunteer

Local Regional Community Cultural Centres (e.g., Centro Scuola)

Members of Italian Community Centres and Clubs

Radio and T.V. Stations (e.g., CHIN International Radio and T.V. Station)

Roman Catholic Churches within the community

Roman Catholic Priest

Web Sites

http: //adesso.heinle.com

www.californiamall.com/holidaytraditions/traditions.italy.htm

www.cucina.italynet.com/artusi/default.htm

www.cucinait.com/home.asp

http: //dir.yahoo.com/regional/countries/italy

http: //www.execute.com/travel/countries/italy (links-regions, cities, islands)

http: //www.hc-sc.gc.ca/hppb/nutrition/pube/foodguid/index.html

http: //www.iicto.-ca.org
http: //www.italconsulate.org
http: //italianculture.about.com
www.juventus.it
www.mangiarebene.com
www.newmedia.it/ricette
www.online.latina.it/rubriche/cucina/index.html
http: //www.portal.ca/_McGowan
www.soccernet.com
www.sportsweb.com
www.sslazio.it
www.uffizi.firenze.it
www.venetia.it/s-carn.-eng.htm
www.yahoo.ita.com

Evaluation of Student Achievement

Knowledge/Skill Category Weighting		**Course GradeWeighting**	
Final examination	%		%
* Knowledge/Understanding	25	Final Examination	30
* Thinking/Inquiry/Problem Solving	10	* Oral Communication	
* Communication	35	* Reading (10%)	
* Application/Making Connections	30	* Writing (10%)	
	100		
Unit tests and/or mid-term examination		Unit tests and/or mid-term examination	15
* Knowledge/Understanding	25		
* Thinking/Inquiry/Problem Solving	10		
* Communication	35		
* Application/Making Connections	30		
	100		
Unit oral presentations		Unit oral communication	25
* Knowledge/Understanding	15		
* Thinking/Inquiry/Problem Solving	20		
* Communication	35		
* Application/Making Connections	30		
	100		
Unit written assignments		Unit written assignments	20
* Knowledge/Understanding	30		
* Thinking/Inquiry/Problem Solving	25		
* Communication	15		
* Application/Making Connections	30		
	100		
Major oral and/or written projects		Major oral and/or written projects	10
* Knowledge/Understanding	25		
* Thinking/Inquiry/Problem Solving	35		
* Communication	20		
* Application/Making Connections	20		
	100		**100**

OSS Policy Applications

Teachers will be familiar with *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages* and refer to this document as they plan their activities. Any resources to support anti-discrimination education, equity/social justice issues, career goals/co-operative education, community partnerships, and social justice issues will support many of the Ontario Secondary School Policies as well as the Ontario Catholic School Graduate Expectations. Teachers will also be familiar with *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999.*

Assessment and Evaluation

Teachers may evaluate their course through a variety of methods. A student evaluation form is an effective way of gathering valuable information as to the effectiveness of the various elements of the course. Both formative and summative methods should be used to gather information for reporting purposes. Teachers should review the content and the institutional and assessment strategies of the course in order to revise the Italian program to improve student achievement of the expectations. The community may also provide feedback as to the effectiveness of the course delivered.

Unit 1: In Una Scuola Cattolica

Time: 20 hours

Unit Description

"Il reciproco amore fra chi apprende e chi insegna è il primo e più importante gradino verso la conoscenza."

Erasmo Da Rotterdam (1466-1536)

This unit explores the theme of the student in today's Catholic classroom. The teacher introduces beginning students of Italian to basic greetings and salutations using the appropriate level of formality. Students prepare and present dialogues and talk about their timetables and the contents of their knapsacks or school bags. They begin to read simple stories and research specific Italian Catholic churches. The introduction to prayer in Italian assists students with the writing of their own personalized prayer. They also begin preparing for the final liturgical celebration by practising the Introductory Rites. The teacher assesses student progress in all skill areas.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE1b, 1c, 1d, 1f, 1h, CGE2b, 2c, CGE3b, 3d, 3e, CGE4c, 4e, 4f, 4g, CGE5a, 5c, 5e, 5g, CGE7a, 7d, 7f, 7g, 7j.
Strand(s) and Expectations: Oral Communication, Reading, Writing
Overall Expectations: OLV.01, OSV.01, REV.01, WRV.01.
Specific Expectations: OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, OS1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05.
Grammar and Language Knowledge: GL1.01, GL1.03, GL1.04, GL1.06, GL1.08, GL1.09, GL1.10.

Activity Titles (Time + Sequence)

Activity 1	Dialogo con i miei compagni di classe	220 minutes
Activity 2	Preparo il mio orario scolastico	180 minutes
Activity 3	Organizzo il mio zaino	250 minutes
Activity 4	Completo la mia pagella	150 minutes
Activity 5	Scopro l'Italia	250 minutes
Activity 6	Scrivo le mie preghiere	110 minutes
Activity 7	Imparo i Riti d'Introduzione	40 minutes

Prior Knowledge Required

None

Unit Planning Notes

The teacher:

- refers to The Ontario Curriculum, Grades 9 and 10, Classical and International Languages;
- ensures students have an English-Italian/Italian-English dictionary;
- prepares a sign/banner of the unit proverb and posts it at the front of the classroom;
- gathers resources as listed;
- prepares copies of Appendix 1a for daily prayer;

- prepares activity sheets as reinforcement of the vocabulary and language structures;
- provides students with a copy of the Introductory Rites of the Catholic Mass, as listed in resources;
- prepares quizzes and a unit test as outlined throughout the activities.

Teaching/Learning Strategies

- The teacher introduces the unit inspirational quote.
- The teacher summarizes in simple Italian, Catholic and learning expectations of the unit. The teacher may translate into English, if necessary.
- The teacher gives students an overview of the activity expectations and asks them to gather art supplies and a dictionary
- The following teaching/learning strategies are used: audiotape exercises, teacher-modelling, choral reading, number games, role playing, labelling, conferencing, collaborative/ co-operative learning, Internet searches.

Assessment/Evaluation Techniques

Diagnostic, Formative Evaluation

- observation: formal and informal
- performance: oral presentations
- tools: checklists, anecdotal notes, marking schemes, rubrics, quiz

Summative Evaluation

- performance assessments: oral presentations
- unit test

Resources

Print

Authentic Maps

Barilli, Ettore e Sergio Pennacchietti. *Dizionario delle Citazioni Milano*. Rezzoli Editore, 1993.

Bevis, Rosemary. *For Beginning Italian Students*. Chicago Illinois: NTC Language Masters, 1999. (pp. 14-18, 20, 21, 22)

Bozzo, Giovanni. *Parole nel Contesto*. Montréal: Eder & Eden, 1996. (p. 19)

Briefel, Liliana. *Raccontini Simpatici*. Illinois, U.S.A.: National Textbook Co., 1988. (also accompanying audiotapes)

Buioni, Luca, Carmella Carnovale, Antonia DiBello, Marisa Manacorda, and Marisa Mirenzi. *Io Amo l'Italiano* 1, 2. Milano: Edizioni Arcobaleno. Toronto: Editore Soleil, 1994.

Danesi, Marcel. *Adesso! 2nd ed.* Toronto: Heinle Publishers, 1997. (text, workbook, audiotape)

D'Onofrio, Michela. *Musica Contemporanea Italiana*, 1988. (Gli Uccelli, p.60)

Encyclopedia Britannia World Atlas

Federici, Carla and Carla Riga. *Ciao 2nd edition*. Montréal: Holt, Rinehart & Winston Inc., 1990.

Fortunato, Mons. Rocco. *La Santa Messa*. Bari: Edizione Paoline, 1969. (available through Daughters of St. Paul, 3022 Dufferin Street, Toronto, Ontario, (416) 781-9131)

Gavazzi, Elena and Giacomo Vittorio Paolozzi. *Le Regioni d'Italia*. Italy: Istituto Geografico de Agostino s.p.a., 1990.

Glasgow, Mary. *Idee Pratiche*. St. Paul, U.S.A.: EMC Publishing, 1994. (p.63)

Love, Catherine E. *Dizionario Italiano/Inglese – Inglese/Italiano*. Great Britain: Collins-Mordadori, 1989.

Macchi, Vladimino. *I Dizionari Sansoni, Inglese-Italiano, Italiano-Inglese*. Firenze: G.C. Sansoni Editore, 1985.

Merlonghi e Merlonghi. *Oggi in Italia 6th ed.* U.S.A.: Houghton Mifflin Company, 1998. (textbook, p. 10; quaderno, p. 112, 13 (H, I))

Technology

http: //dir.yahoo.com/regional/countries/italy

http: //www.execute.com/travel/countries/italy (links-regions, cities, islands)

http: //italoculture.about.com/msub7.htm?p.d. = 2745 & cob = home (links-maps)

http: //www.italconsulate.org

Online Bibles

www.crs4.it/~riccardo/letteratura/bibbia/bibbia.html

www.bible.gospelcom.net/bible? - language = italiano

www.intratext.com/testi/NTPBibbia-it.txt/!indice.htm

Community

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Activity 1: Dialogo con i miei compagni

Time: 200 minutes

Description

Students listen to authentic dialogues which incorporate basic salutations, formal and informal greetings, and subject pronouns. Students learn the present tense of the verb "to have," including its use idiomatically when stating one's age. They also discover vocabulary related to school and the classroom. By following a model, students create a dialogue incorporating knowledge acquired throughout this unit.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;
CGE4c - takes initiative and demonstrates Christian leadership;
CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills;
CGE5a - works effectively as an interdependent team member;
CGE5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes and audiences using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

OL1.01 - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - use visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.03 - express opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on television shows);
OS1.04 - apply knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentations);
RE1.01 - read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);
RE1.02 - read aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.03 - use visual cues (e.g., illustrations, punctuation) and verbal cues (e.g., word endings, sentence structures, context) to determine the meaning of texts in print and other media (e.g., magazines, newspaper articles, texts on CD-ROMs and the Internet);
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.02 - write a variety of questions and answers;
WR1.03 - write in different forms to express ideas and opinions, using a model (e.g., prepare a questionnaire);
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers);
GL1.03 - Pronouns: subject pronouns, singular and plural;
GL1.04 - Verbs: present tense of irregular verb, to have, – verbs in simple negative constructions
GL1.09 - Vocabulary: days of the week, months of the year, time of day – names of colours – words associated with places (e.g., school) – basic salutations.

Planning Notes

The teacher:

- prepares matching activity exercises related to school vocabulary such as those in *Idee pratiche*, p. 62 or in *NTC Language Masters*, *For Beginning Italian Students*, pp. 20, 21;
- prepares new vocabulary words related to basic salutations and formal greetings and posts at front of classroom;
- sets the tape for a dialogue which incorporates salutations and subject pronouns (such as *Adesso 2nd edition*, p. 2 or *Oggi in Italia 6th edition*, p.2);
- provides students with model dialogues, one formal and another informal (Appendix 1b, 1c), which students use to create their own dialogues;
- prepares a rubric for the student prepared dialogue presentation (Appendix 1d);
- prepares quizzes on subject pronouns and the verb "to have";

Prior Knowledge Required

No prior knowledge required.

Teaching/Learning Strategies

1. Whole Class/Pairs: The teacher distributes, and students complete, a matching exercise pertaining to classroom and school vocabulary.
2. Whole Class: Students listen to an introductory dialogue (such as those in *Adesso 2nd edition*, p. 2 or in *Oggi in Italia 6th edition*, p. 2,) in which students are introduced to subject pronouns, basic salutations, and formal greetings.
3. Pair: Students read the presented dialogue orally focussing on correct pronunciation.
4. Whole Class: The teacher reinforces basic salutations using vocabulary cards. Students complete an activity sheet based on subject pronouns (such as *Idee Pratiche*, p. 110). The teacher summerizes the difference between the *tu, Lei, voi*, and *Loro* forms with concrete examples (e.g., *tu, di dove sei*?, *Lei, di dov'è*?) (such as *Adesso 2nd edition*, p.36).
5. Individual: Students complete two mini dialogues (*Adesso 2nd edition*, workbook, p.16) distinguishing between *tu* and *lei*. Students also complete an exercise by giving the correct form of the pronoun such as in *Adesso 2nd edition*, p. 36, 37.
6. Whole Class: The teacher teaches the present tense of "to have" and its idiomatic use when stating one's age.
7. Individual: Students complete exercises reinforcing the forms of "to have" (e.g., *Oggi in Italia 6th edition* – quaderno, p. 12, 13H, I).
8. Individual: Students write a quiz on subject pronouns and the present tense of "to have".
9. Whole Class/Pair: Students read appended model dialogues (Appendix 1b, 1c).
10. Pair: Students create two short dialogues. One should be an informal dialogue among friends, the other a formal one between student and teacher. Both should include salutations, subject pronouns "to have", the present tense and the idiomatic use of "to have" with age. Students may follow the images in *Adesso 2nd edition*, quaderno p. 15.
11. Pair: Students practise and present their dialogues.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/Understanding Application	RE1.03 GL1.09	observation	Students complete a matching exercise related to classroom and school vocabulary.
Knowledge/Understanding Communication	RE1.01 RE1.02	observation checklist	Students read a dialogue.
Knowledge/Understanding Thinking/Inquiry Communication Application	OS1.01 GL1.03 GL1.04	observation peer/teacher correction	Students complete exercises related to subject pronouns and the verb "to have".
Knowledge/Understanding Thinking/Inquiry Communication Application	GL1.03 GL1.04 WR1.03	quiz	Paper and pencil activity on subject pronouns and "to have" in the present tense.
Knowledge/Understanding Thinking/Inquiry Communication Application	WR1.02, 03, 04 OL1.01 OS1.01, 02, 04 GL1.03, 04, 09	observation peer editing/teacher editing, rubric for oral presentation	Students prepare, practise, and present their dialogue to the class.

Accommodations

- Consult student's Individual Education Plan (IEP).
- Allow more time to complete tasks.
- Pair stronger students with those experiencing difficulty.
- Reduce the length of the dialogue.

Resources

Print

Bozzo, Giovanni. *Parole nel contesto*. Montréal: Eder & Eden, 1996 (p. 19).

Danesi, Marcel. *Adesso! 2nd ed.* Toronto: Heinle Publishers, 1997. (text, p. 36, 37; quaderno p.15, 16).

Federici, Carla, and Carla Riga. *Ciao 2nd edition*. Montréal: Holt, Rinehart & Winston Inc., 1990. (text, p. 10, 11; quaderno p. 147).

Love, Catherine E. *Dizionario Italiano/Inglese – Inglese/Italiano*. Great Britain: Collins-Mondadori, 1989.

Mary Glasgow Productions. *Idee pratiche*. St. Paul, U.S.A.: EMC Publishing, 1994 (p. 110).

Merlonghi e Merlonghi. *Oggi in Italia 6th edition*, U.S.A.: Houghton Mifflin Company, 1998. (textbook p. 19; quaderno p. 12, 13H, I)

Activity 2: Preparo il mio orario scolastico

Time: 180 minutes

Description

Students discover the present tense of "to be", the use of *c'è, ci sono*, cardinal numbers 1-100, and telling time. Students prepare and present their personal timetables.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands and uses written materials effectively;
CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;
CGE5e - respects the rights, responsibilities and contributions of self and others.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

OL1.01 - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - use visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);

OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
RE1.01 - read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);
RE1.03 - use visual cues (e.g., illustrations, punctuation) and verbal cues (e.g., word endings, sentence structure, context) to determine the meaning of texts in print and other media (e.g., magazines, newspaper articles, texts on CD-ROMs and the Internet);
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.02 - write a variety of questions and answers;
WR1.03 - write in different forms to express ideas and opinions, using a model (e.g., prepare a questionnaire);
GL1.02 – Prepositions;
GL1.04 - Verbs: present tense, frequently used irregular verb (e.g., to be) – verbs in simple negative constructions;
GL1.09 - Vocabulary: time of day – words associated with television, advertisements – cardinal numbers (1-100).

Planning Notes

The teacher:

- prepares reinforcement activities for the verb "to be" and time such as those in *NTC Language Masters, For Beginning Italian Students*, p. 14-18 or *Oggi in Italia 6th edition*, teacher workbook pp. 11, 18, 19 or *Adesso 2nd edition* workbook p.75;
- gathers Italian TV guides, train schedules, and other such publications;
- prepares tic-tac-toe grids for students (Appendix 1e);
- prepares blank students timetable sheet such as *Idee pratiche* p. 63 or *NTC Language Masters, For Beginning Italian Students*, p. 23;
- prepares a quiz on the verb "to be" and its use with time.

Prior Knowledge Required

Understanding of subject pronouns

Teaching/Learning Strategies

1. Whole Class: The teacher teaches the cardinal numbers 1-100 with *c'è* and *ci sono,* incorporating vocabulary previously learned in Activity 1 (classroom and school) (e.g., *Ci sono due finestre nell'aula*).
2. Whole Class/Group: The teacher distributes tic-tac-toe grids to students and they label the grids with the numbers 1-100. The teacher calls out one number at a time and students cross out the number if it is on their grids. The first student to complete a row indicates this to the teacher and then reads out the numbers in Italian. Groups can repeat this activity.
3. Whole Class: Teacher distributes Italian TV guides, train schedules and other such publications, and asks students to identify program times, departure times (at least identify the numbers). The teacher teaches the present tense of "to be" and how to tell time (e.g., *È l'una, Sono le due*). Students complete related activity sheets such as *Oggi in Italia 6th edition*, workbook p. 11, 18, 19 or *Adesso 2nd edition*, workbook p. 75, *NTC Language Masters, For Beginning Italian Students*, p. 14-18.
4. Individual: Teacher administers paper and pencil quiz (present tense of "to be" and time).

5. Whole Class/Individual: The teacher distributes copies of a blank student timetable. The teacher pre-teaches *all'una, alle due, dall'una, dalle due*. Teacher pre-teaches *mi piace, ti piace* by modelling *Mi piace l'italiano. Ti piace l'inglese*? Each student prepares a personal timetable using Italian vocabulary.
6. Individual: Students present their timetables to the class and indicate their preferred courses (e.g., *dalle nove alle dieci e un quarto, a geografia. Mi piace la geografia*).

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/Understanding Application	GL1.09	observation teacher feedback	Students complete tic-tac-toe grids.
Knowledge/Understanding Application	GL1.04	observation teacher feedback	Students complete activity sheets for "to be" (present tense0 and time.
Knowledge/Understanding Application	GL1.04 GL1.09	quiz	Paper and pencil exercise on "to be" (present tense) and time.
Knowledge/Understanding Communication Application	OS1.01 OS1.02 GL1.04 GL1.09	checklist rubric for oral presentation (Appendix 1d)	Students prepare and present "*Il Mio Orario Scolastico*".

Accommodations

- consult student's Individual Education Plan (IEP)
- pair stronger students with those experiencing difficulty
- stronger students may wish to express why they like a certain subject (e.g., *Mi piace l'italiano perchè è interessante*).

Resources

Print

Bevis, Rosemary. *For Beginning Italian Students*. Chicago Illinois: *NTC Language Masters*, 1999. (pp. 14-18, 20, 21, 22)

Danesi, Marcel. *Adesso 2nd ed*. Boston: Heinle and Heinle Publishers, 1997.

Glasgow, Mary. *Idee pratiche*. St. Paul, U.S.A.: EMC Publishing, 1994. (p.63)

Merlonghi, Merlonghi, Tusi, O'Connor. *Oggi in Italia 6th ed*. Boston: Houghton Mifflin Company, 1998.

Activity 3: Organizzo il mio zaino

Time: 250 minutes

Description

In this activity, students learn the gender and number of nouns, regular and irregular plurals, definite and indefinite articles. Students also create a visual representation of their knapsacks labelling items it contains. They present this task to the class.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;
CGE5e - respects the rights, responsibilities, and contributions of self and others;
CGE5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
CGE7j - contributes to the common good.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

OL1.01 - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - use visual cues (e.g., facial expressions and gestures) and verbal cues; (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.01 - read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);
RE1.02 - read aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.03 - use visual cues (e.g., illustrations, punctuation) and verbal cues (e.g., word endings, sentence structure, context) to determine the meaning of texts in print and other media (e.g., magazines, newspaper articles, texts on CD-ROMs and the Internet);
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.03 - write in different forms to express ideas and opinions, using a model (e.g., prepare a questionnaire);
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers);
GL1.01 - Nouns: use of articles with nouns – formation of the plural; irregular plurals – gender of nouns – frequently used irregular nouns;
GL1.09 - Vocabulary: words associated with school, cardinal numbers (1-100);
GL1.10 - Other elements: expressions useful in the classroom – essential characteristics of the writing system, as required.

Planning Notes

The teacher:

- prepares reinforcement activities for nouns, gender of nouns, regular and irregular plurals, definite and indefinite articles (resources are listed);
- prepares quizzes for nouns, gender of nouns, regular and irregular plurals, definite and indefinite articles;
- prepares a visual representation of his/her briefcase;
- prepares copies of rubric for presentation of *Il mio zaino* (see Appendix 1d) and copies of marking scheme (see Appendix 1f);
- gathers art supplies for preparation of visual on *Il mio zaino*;
- collects song/songs which contain structures listed above such as *Gli uccelli*; (p. 60, *Musica Contemporanea Italiana* 1998) and *Una Settimana – Un Giorno*, p.96;

Prior Knowledge Required

- basic understanding of cardinal numbers
- the present tense of *avere, essere, (c'è, ci sono)*
- basic understanding of correct Italian pronunciation
- subject pronouns

Teaching/Learning Strategies

1. Whole Class: Students listen to a song (e.g., *Gli Uccelli*, p. 60 – *Musica Contemporanea Italiana*, 1988) and record nouns they hear. Students write nouns on board in appropriate category *o a i e* (e.g., *uccello – o*). The teacher then synthesizes the gender of nouns (regular and frequently used irregular nouns) and plural forms.
2. Individual/Pair: Students complete reinforcement activities on nouns and plural of nouns such as those in *Parole Nel Contesto*, pp. 8, 9 or in *Ciao 2nd edition*, workbook pp. 6, 104
3. Whole Class: The teacher presents concrete examples to teach definite and indefinite articles with nouns already studied (e.g., *Ecco il libro di Roberto però dove sono i libri di Maria*?)
4. Whole Class/Group: Students play a "Telephone Memory Game" (e.g., one student says "*Rosa ha un libro*", the next, "*Rosa ha un libro e due penne...*" Students also complete paper and pencil reinforcement exercises such as *Ciao 2nd edition*, workbook pp. 6, 7 or listen to a song and complete blanks with definite/indefinite articles such as *Musica Contemporanea Italiana*, p. 96 – *Una Settimana – Un Giorno* by Eduardo Bennato. This also incorporates previous knowledge from this activity.
5. Whole Class: Students write a quiz or quizzes on nouns, plurals, definite and indefinite articles.
6. Whole Class: The teacher enumerates/illustrates contents of his/her briefcase.
   (e.g., *Nel mio zaino* / *Nella mia cartella* } *c'è una matita, ci sono tre libri, c'è il quaderno d'italia*no.)
7. Individual: Students prepare a visual representation of their personal knapsack/schoolbag and label the contents (e.g., *due penne, una riga*). Students must include 10 different items. They present "*Il Mio Zaino*" to the class.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/Understanding Application	WR1.04 GL1.01 GL1.10	observation teacher feedback	Students record nouns from song in appropriate category.
Knowledge/Understanding Application Communication	OS1.01 OL1.01 GL1.01	observation pair work teacher feedback	Students complete paper and pencil activities on nouns, plurals of nouns, definite and indefinite articles.
Knowledge/Understanding Application	RE1.04 GL1.04 WR1.02	quiz teacher feedback	Students write a quiz on nouns, plurals, definite and indefinite articles.
Knowledge/Understanding Communication Application	OS1.01 OS1.02 RE1.02 WR1.01 GL1.01	teacher feedback rubric for oral presentation (Appendix 1d) marking scheme for visual representation (Appendix 1f)	Students prepare and present "*Il Mio Zaino*".

Accommodations

- Consult student's Individual Education Plan (IEP).
- Allow more time to complete tasks.
- Permit stronger students to be paired with those experiencing difficulty.
- Increase/decrease number of elements for "*Il Mio Zaino*."

Resources

Print

Bozzo, Giovanni. *Parole Nel contesto*. Montréal: Eder & Eden, 1996. (p.5-9)

Danesi, Marcel. *Adesso! 5th ed.* Toronto: Heinle Publishers, 1997.

D'Onofrio, Michela. *Musica Contemporanea Italiana*, 1988. (Gli Uccelli, p. 60)

(*Una Settimana – Un Giorno* p. 96)

Federici, Carla, and Carla Riga. *Ciao 2nd ed.* Orlando, Florida: Holt, Rinehart & Winston Inc., 1990. (workbook)

Activity 4: Completo la mia pagella

Time: 150 minutes

Description

In this activity, students listen to a taped recording of the reading "*Una Lingua Straniera*" in *Raccontini Simpatici*, page 1. They then read it aloud and complete exercises based on the story. Using the vocabulary learned in this unit, they produce a template for their school report card.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of gospel values;
CGE2b - reads, understands, and uses written materials effectively;
CGE3e - adopts a holistic approach to life by integrating learning from various subject areas experiences;
CGE5a - works effectively as an interdependent team member.

Strand(s): Oral Communication, Writing

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level;

Specific Expectations

OL1.02 - use visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for word and in phrases and sentences);
RE1.01 - read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers adapted short stories, articles);
RE1.02 - read aloud with expression, to further develop standard pronunciation, intonation, and tones
RE1.03 - use visual cues (e.g., illustrations, punctuation) and verbal cues (e.g., word endings, sentence structure, context) to determine the meaning of texts in print and other media (e.g., magazines, newspaper articles, texts on CD-ROMs and the Internet);
RE1.04 - respond to what they read in a variety of ways (e.g., retell stories);
WR1.02 - write a variety of questions and answers;
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers);
GL1.08 - Syntax: word order in simple sentences, positive, interrogative, negative – word order in complex and compound sentences – gender and number agreement;
GL1.09 - Vocabulary: days of the week, months of the year, time of day – words associated with the family, school – basic salutations – cardinal numbers (1-100) and ordinal numbers (e.g., the first day);
GL1.10 - Other elements: expressions useful in the classroom (e.g., expressions used to ask permission, simple commands) – idiomatic expressions – essential characteristics of the writing system, as required.

Planning Notes

The teacher:

- sets tape from *Raccontini Simpatici* for the story – "*Una Lingua Straniera*";
- gathers the resources listed;
- prepares a model of a report card such as *Idee pratiche*, p. 64;
- prepares a rubric for oral evaluation (Appendix 1d);
- prepares a true/false quiz for *Una Lingua Straniera* (see Appendix 1g);

Prior Knowledge Required

- vocabulary of subject disciplines
- understanding of numbers and time
- understanding of the present tense of "to have" and "to be"

Teaching/Learning Strategies

1. Whole Class: The teacher sets story in context by asking "*Cosa imparate voi in questo corso*?", eliciting from students "*l'italiano – una lingua straniera*". Teacher says "*Oggi leggiamo di un'altra lingua straniera*".
2. Whole Class: Students listen to the recorded reading of the story "*Una Lingua Straniera*" with their books closed so as to comprehend the general meaning.
3. Pair: Students reread anecdote while teacher circulates in the class and observes. They also complete accompanying comprehension exercises.
4. Whole Class: Students write answers on the board which the teacher corrects with students' assistance.
5. Individual/Whole Class: Students prepare a template for their own school's report card using a model such as Idee pratiche, p. 64. They present this to the class.
6. Individual: Students complete a true/false quiz based on "*Una Lingua Straniera*" (Appendix 1g).

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Communication	OS1.01 RE1.02	observation	Students read story aloud.
Communication Application	GL1.08, 09, 10 REV.01 WRV.01 REL.01, 03, 04 WR1.02, 04	observation	Students complete exercises.
Communication Application	OL1.01, 02 WRV.01 OSV.01 OS1.01 WR1.02	observation	Students correct answers and repeat correct answers.
Thinking/Inquiry Application	WRV.01 WR1.02 WR1.04	checklist	Students complete *La Mia Pagella* – a template for their school report card.
Communication Application	OS1.01 OL1.02	rubric for oral presentation	Students present *La Pagella di Fido*.
Application	WRV.01 RE1.03, 04	quiz (Appendix 1g)	Students answer a true/false exercise.

Accommodations

- Consult student's Individual Education Plan (IEP).
- Pair stronger students with those experiencing difficulties.
- Provide additional time for hearing impaired to listen to tape. For students with a greater command of Italian, add a "*comportamento*" section on *La Mia Pagella*, which might include adjectives or allow students to write two to three comments as the teacher. If class is able, an added activity may be role-playing of a parent-teacher interview for Fido.
- Give more time to complete quiz for weaker students.

Resources

Briefel, Liliana. *Raccontini Simpatici*. Illinois, U.S.A.: National Textbook Co., 1988.

Idee pratiche per lezioni d'italiano. St. Paul, Minnesota: EMC Publishing, 1994. (p. 64)

Activity 5: Scopro l'Italia

Time: 250 minutes

Description

Students learn about the location of European countries, focussing specifically on Italy. They prepare a map of the physical features of Italy and label the regions and capitals. Students also research information on a specific religious monument in Italy and prepare a presentation for the class.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE1h - respects the faith traditions, world religions, and the life-journeys of all people of good will;
CGE7f - respects and affirms the diversity and interdependence of the world's peoples and cultures
CGE7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level

Specific Expectations

OL1.02 - use visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OL1.03 - identify features of the culture of countries where the language is spoken (e.g., holidays and cultural events);
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for word and in phrases and sentences)
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.04 - apply knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentations);
RE1.05 - identify features of the culture of countries where the language under study is spoken (e.g., festivals, historical sites)
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers)

Grammar and Language Knowledge: No new structures.

Planning Notes

The teacher:

- prepares overhead of up-to-date map of European community such as one that appears in *Idee pratiche*, p. 24;
- prepares copies of a blank, unlabelled map of Italy such as one in *Idee pratiche*, p. 27;
- prepares list of Italian lakes, rivers, mountain ranges, and surrounding bodies of water (Appendix 1h);
- prepares copies of a political map of Italy without region names and city names (only includes region borders (2 copies per student));

- prepares a list of Italian regions and capitals (Appendix 1i);
- prepares reinforcement crossword/word search on regions and capitals of Italy (Appendix 1j, 1k);
- gathers art materials;
- reserves computer lab time for Internet searches;
- prepares a unit test.

Prior Knowledge Required

- basic use of atlas
- basic understanding of Italian pronunciation
- basic understanding of Internet searching

Teaching/Learning Strategies

1. Whole Class: On an overhead transparency, students identify European countries using a word pool.
2. Pair: Using an atlas and/or their Italian textbook (such as *Ciao 2nd edition* – inside front cover), students label the geographical features of Italy as listed in Appendix 1h).
3. Pair: Students label the political map of Italy using an atlas and/or their Italian textbook (Appendix 1i).
4. Small Group/Pair: Students complete a related crossword/word search exercise on regions and capitals of Italy (see Appendix 1j, 1k).
5. Group: Each group is given a religious monument (Appendix 1L provides a list; those monuments with a bullet have been searched on the Internet). Using the Internet, students must identify details teacher asks for (e.g., date of construction, builder, size and shape) and detail of their choice. Groups then prepare a *PowerPoint* presentation or use any other presentation software available to them.
6. Whole Class: Students complete a unit test.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/Understanding Communication Application	RE1.05 WR1.04 OS1.01 OS1.02	observation checklist peer editing teacher feedback	Students label geographical and political map of Italy.
Knowledge/Understanding Communication Application	RE1.03 WR1.04	observation teacher feedback	Small groups/pairs complete a related crossword/word search.
Knowledge/Understanding Thinking/Inquiry Communication Application	RE1.05 WR1.03 WR1.04 GL1.01	peer editing teacher feedback collaborative group work checklist	Groups prepare presentation on assigned religious monument.
Knowledge/Understanding Communication Application	OS1.01, 02, 03 OS1.01, 02, 04	observation	Groups present the religious monument.
Knowledge/Understanding Thinking/Inquiry Application	WR1.02, 03 GL1.01, 02, 04, 09	unit test	Final test.

Accommodations

- Consult student's Individual Education Plan (IEP).
- Permit stronger students to work with those experiencing difficulties.
- Allow more time to complete tasks.
- Allow stronger students to increase number of details they research and/or build a model of the monument.

Resources

Print

Authentic Maps

Encyclopedia Britannia World Atlas

Gavazzi, Elena and Giacomo Vittorio Paolozzi. *Le Regioni d'Italia*. Italy: Istituto Geografico de Agostino s.p.a., 1990.

Idee pratiche per lezioni d'Italiano. St. Paul, Minnesota: EMC Publishing, 1994.

Technology

http: //dir.yahoo.com/regional/countries/italy

http: //www.execute.com/travel/countries/italy (links-regions, cities, islands)

http: //italoculture.about.com/msub7.htm?p.d. = 2745 & cob = home (links-maps)

http: //www.italconsulate.org

Community

Consulate General of Italy, 136 Beverly Street, Toronto, Ontario, M5T 1Y5 Telephone No. (416) 977-2193 Fax No. (416) 977-5422

Istituto Italiano di Cultura 496 Huron Street, Toronto, Ontario, M5R 2R3

Activity 6: Scrivo le mie preghiere

Time: 110 minutes

Description

Students are introduced to prayers written by Saint Francis of Assisi and write a thank you prayer related to nature. Students personalize a model prayer which is included on the first page of "*Il Libretto Liturgico*".

Strand(s) and Expectations

Ontario Catholic School Expectations

CGE1b - participates in the sacramental life of the church and demonstrates an understanding of Centrality of the Eucharist to our Catholic story;
CGE1c - actively reflects on God's Word as communicated through the Hebrew and Christian scriptures;
CGE1d - develops attitudes and values founded in Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
CGE1h - respects the faith traditions, world religions and the life-journeys of all people of good will;
CGE2b - reads, understands, and uses written materials effectively;
CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;
CGE3b - creates, adapts, evaluates new ideas in light of the common good;
GGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience;
CGE4e - sets appropriate goals and priorities in school, work and personal life;

CGE4g - examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
CGE5e - respects the rights, responsibilities and contributions of self and others;
CGE7d - promotes the sacredness of life;
CGE7j - contributes to the common good.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations
OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level;

Specific Expectations
OL1.02 - use visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
RE1.02 - read aloud the expression to further develop standard pronunciation, intonation, and tones
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers).

Grammar and Language Knowledge: No new language structures.

Planning Notes

The teacher:

- prepares copies of prayers from Saint Francis of Assisi such as those in *Io amo l'italiano 1*, p. 11 and in *Io Amo l'Italiano 2*, p. 13;
- ensures students have dictionaries;
- prepares a model/prayer giving thanks for nature/element(s) of nature (Appendix 1m – "*Ringrazio Dio*");
- prepares copies of model prayer (Appendix 1n – "*La Mia Preghiera*");
- prepares copies of Rubric for written evaluation (Appendix 1o);
- prepares copies of the first page of "*Il Libretto Liturgico*" (Appendix 1p).

Prior Knowledge Required

- an understanding of how to use a dictionary
- an understanding of the present tense of the verbs "to have", "to be", numbers, gender and number of nouns, definite and indefinite articles
- an understanding of correct Italian pronunciation

Teaching/Learning Strategies

1. Whole Class: The teacher distributes copies of sample prayers of Saint Francis of Assisi (such as those in Io Amo l'Italiano 1 – p. 11 and *Io Amo l'Italiano 2* – p. 13). Teacher and students read them out loud.
2. Individual: The teacher distributes model prayer "*Ringrazio Dio*" (Appendix 1m). Students complete and present in class.
3. Whole Class/Individual: The teacher offers his/her own prayer and provides students with a model with which to personalize their prayer (Appendix 1n). Students complete the model prayer with personal information. They then copy their prayer onto the first page of "*Il Libretto Liturgico*" (Appendix 1p).

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/Understanding Communication Application	WR1.01, 03, 04 OS1.01, 02	observation teacher feedback	Students prepare and present prayer "*Ringrazio Dio*".
Knowledge/Understanding Communication Application	WR1.01, 03, 04 GL1.01, 03, 09 OS1.01, 02	rubric for written work (Appendix 1o)	Students prepare and present "*La Mia Preghiera*".

Accommodations

- consult student's Individual Education Plan (IEP).
- increase/decrease number of elements required for prayers.

Resources

Print

Macchi, Vladimiro. *Dizionario Inglese-Italiano / Italiano-Inglese*. Firenze, Italy: G.C. Sansoni Editore, 1985.

Community

School Chaplian
Local Parish Priest

Technology

La Sacra Bibbia. Edizione Ufficiale della Conferenza Episcopale Italiana. Milano: Edizioni San Paolo, 1985.

Activity 7: Imparo i riti d'introduzione

Time: 40 minutes

Description

Students begin to prepare for the final liturgy by repeating the Introductory Rites of the Catholic Mass.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE1b - participates in the sacramental life of the church and demonstrates an understanding of Centrality of the Eucharist to our Catholic story;
CGE1c - actively reflects on God's Word as communicated through the Hebrew and Christian scriptures;
CGE1h - respects the faith traditions, world religions and the life-journeys of all people of good will;
CGE2b - reads, understands, and uses written materials effectively.

Strand(s): Oral Communication, Reading

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes.

Specific Expectations

OL1.02 - use visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences;
RE1.02 - read aloud with expression, to further develop standard pronunciation, intonation, and tones.

Grammar and Language Knowledge: No new structures.

Planning Notes

- The teacher ensures students have the first page of "*Il Libretto Liturgico*", "*I Riti d'Introduzione*" which they received during Activity 6 (Appendix 1p) and on which they wrote "*La Mia Preghiera*"

Prior Knowledge Required

- an understanding of correct Italian pronunciation

Teaching/Learning Strategies

1. Whole Class: The teacher reads *I Riti d'Introduzione* and students repeat.
2. Group/Pair: Groups/pairs practise repeating the Introductory Rites. Teacher circulates to observe pronunciation.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/Understanding Application Communication	OS1.01 RE1.01	observation teacher feedback	Students repeat Introductory Rites.

Accommodations

- Consult student's Individual Education Plan (IEP).
- Pair stronger students with those experiencing difficulties.

Resources

Print

Fortunato, Mons. Rocco. *La Santa Messa*. Bari: Edizione Paoline, 1969.

(New edition is available at Daughter's of St. Paul, Toronto, Ontario, 3022 Dufferin Street, Tel: (416) 781-9131)

Community

Local Parish Priest

School Chaplain

Technology

Online Bibles

www.crs4.it/~riccardo/letteratura/bibbia/bibbia.html

www.bible.gospelcom.net/bible - language = Italiano

www.intratext.com/testi/NTPBibbia-it.txt/!indice.htm

Appendix 1a

Le Preghiere

Il Segno Della Croce

Nel nome del Padre e del Figlio e dello Spirito Santo - AMEN

Il Padre Nostro

Padre nostro, che sei nei cieli, Sia santificato il Tuo nome,
Venga il Tuo regno, Sia fatta la Tua volontà.
Come in cielo così in terra.
Dacci oggi il nostro pane quotidiano, e rimetti a noi i nostri debiti
come noi li rimettiamo ai nostri debitori
e non c'indurre in tentazione ma liberaci dal male.

AMEN

L'Ave Maria
Ave Maria, piena di grazia. Il Signore è con te.
Tu sei benedetta fra le donne, e benedetto è il frutto del tuo seno,
Gesù.
Santa Maria, Madre de Dio, prega per noi peccatori,
Adesso e nell'ora della nostra morte.

AMEN

Il Gloria
Gloria al Padre ed al Figlio ed allo Spirito Santo,
Come era nel principio ora e sempre, nei secoli dei secoli.

AMEN

Appendix 1b

Dialogo: Presentiamoci

Dialogo A: A scuola, tra amici

Roberto: Ciao Clara, come stai oggi?

Clara: Bene, grazie e tu?

Roberto: Io sto molto bene. Ti presento la mia amica Marta.

Clara: Piacere di fare la tua conoscenza, Marta.

Marta: Molto piacere, Clara.

Clara: Di dove sei tu?

Marta: Io sono di Milano però adesso vivo qui a Roma.

Clara: Hai famiglia a Roma?

Marta: Sì, ho tre zie e quattro cugini.

Clara: Quanti hanni hai?

Marta: Io ho sedici anni e tu?

Clara: Io ho quindici anni.

Roberto: Clara, dobbiamo andare perchè la prima lezione comincia fra cinque minuti.

Clara: Ciao Marta, a presto.

Marta: Arrivederci Clara.

Appendix 1c

Dialogo: Presentiamoci

Dialogo B: A scuola con il professore

Mariella:	Buon giorno Signor Rossi, come sta oggi?
Signor Rossi:	Bene, grazie e Lei?
Mariella:	Io sto benissimo, Le presento la mia amica Rosalba.
Signor Rossi:	Piacere di fare la Sua conoscenza Rosalba.
Rosalba:	Molto lieta, Signor Rossi.
Signor Rossi:	Di dov'é Lei?
Rosalba:	Sono di Torino.
Signor Rossi:	Ha tanti amici a Roma?
Rosalba:	Sí, ed ho due zie e 3 cugini.
Mariella:	Quanti anni hanno i tuoi cugini?
Rosalba:	Rocco ha sedici anni, Gianpiero ha diciotto anni e Maria ha venti anni.
Signor Rossi:	Che bello! Buone vacanze, Rosalba. ArrivederLa! A presto, Mariella.
Rosalba e Mariella:	ArrivederLa, Signor Rossi!

Appendix 1d

Rubric for Oral Presentations

Rubric for Evaluating Oral/Aural Communication

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding	- uses recently taught language knowledge with limited accuracy	- uses recently taught language knowledge with some accuracy	- uses recently taught language knowledge with considerable facility and accuracy	- uses recently taught language knowledge with a high degree of facility and accuracy
Oral Communication (speaking)	- speaks with hesitation and llimited accuracy	- speaks somewhat fluently with some accuracy	- speaks quite fluently and with considerable accuracy	- speaks fluently and pronounces with a high degree of accuracy
Aural Communication (listening)	- demonstrates limited aural understanding	- demonstrates some aural understanding	- demonstrates considerable aural understanding	- demonstrates very good aural understanding
Application	- forms sentences and questions with limited accuracy - has difficulty responding to spoken cues	- forms sentences and questions with some accuracy - has occasional difficulty responding to spoken cues	- forms sentences and questions with considerable accuracy - responds to spoken cues quite accurately and appropriately	- forms sentences and questions with a high degree of accuracy - responds to spoken cues accurately and appropriately
Thinking/Inquiry	- expresses very few interesting and relevant details	- expresses a few interesting and relevant details	- expresses interesting and relevant details	- expresses many interesting and relevant details

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 1e

(Activity 2)

1.

2.

3.

4.

5.

6.

7.

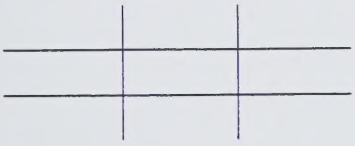
8.

9.

1.

2.

3.

4. 

5.

6.

7.

8.

9.

Appendix 1f

Marking Scheme For Mini Project

Il Mio Zaino

Inclusion: Items included in knapsack (10 items requested and each item labelled)	0 1 2 3 4 5 6 7 8 9 10	____ 10
Correct use of Noun forms (singular/plural)	0 1 2 3 4 5 6 7 8 9 10	____ 10
Creativity (title, colours, neatness)	0 1 2 3 4 5	___ 5
	TOTAL:	____ 25

Appendix 1g

Quiz: Una Lingua Straniera

Scrivere V se la frase è vera e F se è falsa.

1. Fido ha dodici anni. _____
2. Fido abita a Roma. _____
3. Fido arriva sempre in ritardo a scuola. _____
4. A Fido piace molto la scuola. _____
5. La mamma di Fido aspetta il cucciolo con grande interesse. _____
6. La mamma guarda lo specchio di tanto in tanto. _____
7. Fido arriva a mezzogiorno e mezzo. _____
8. Fido imita un gatto. _____
9. La madre domanda se lui non sa più miagolare. _____
10. Fido desidera mostrare che lui parla la lingua dei cani. _____

Appendix 1h

L'Italia Fisica

Confini:	Francia, Svizzera, Austria, Iugoslavia
Montagne:	le Alpi (al nord) gli Appennini (dal nord al sud)
Mari:	Mare Mediterraneo Mare Ionio Mare Tirreno Mare Adriatico Mar Ligure
Isole Grandi:	la Sicilia la Sardegna
Isole Piccole:	Elba Malta Ischia Lipari Egadi
Vulcani:	il Vesuvio l'Etna lo Stromboli
Fiumi:	il Po l'Adige l'Arno il Tevere
Laghi:	il Lago Maggiore il Lago di Lugano il Lago di Como il Lago d'Iseo il Lago di Garda

Appendix 1i

Dopo aver consultato la carta geografica dell'Italia nell'atlante trova:

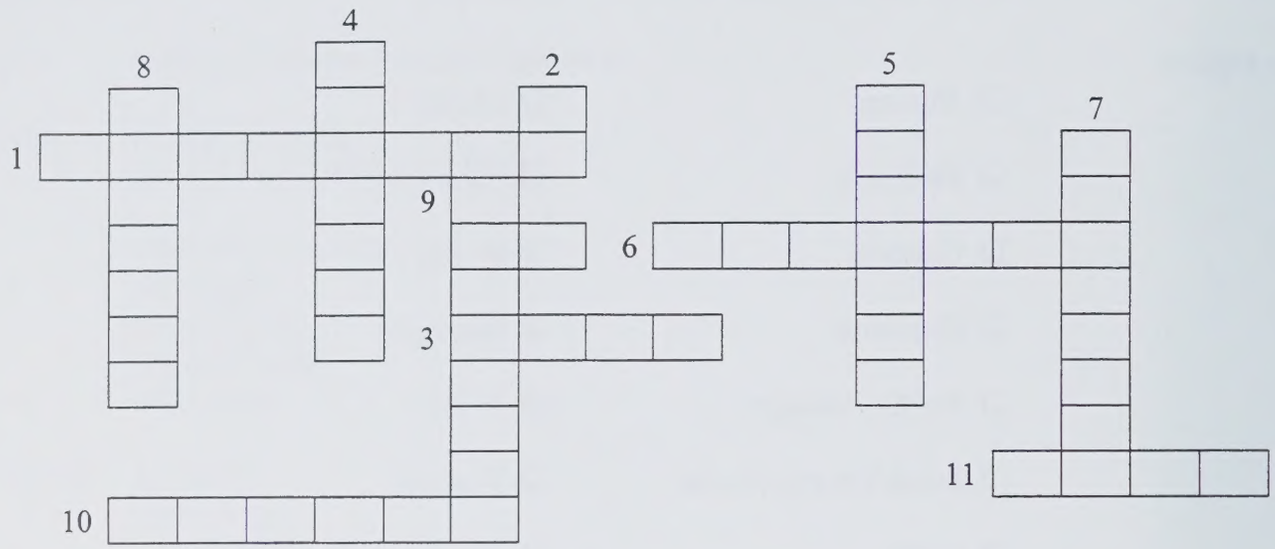
Le regioni

- ❑ Abruzzi
- ❑ Basilicata
- ❑ Calabria
- ❑ Campania
- ❑ Emilia-Romagna
- ❑ Friuli-Venezia Giulia
- ❑ Lazio
- ❑ Liguria
- ❑ Lombardia
- ❑ Marche
- ❑ Molise
- ❑ Piemonte
- ❑ Puglia
- ❑ Sardegna
- ❑ Sicilia
- ❑ Toscana
- ❑ Trentino-Alto-Adige
- ❑ Umbria
- ❑ Valle d'Aosta
- ❑ Veneto

I capoluoghi

- ❑ Ancona
- ❑ Aosta
- ❑ L'Aquila
- ❑ Bari
- ❑ Bologna
- ❑ Bolzano
- ❑ Cagliari
- ❑ Campobasso
- ❑ Catanzaro
- ❑ Firenze
- ❑ Genova
- ❑ Milano
- ❑ Napoli
- ❑ Palermo
- ❑ Perugia
- ❑ Potenza
- ❑ Roma
- ❑ Torino
- ❑ Trento
- ❑ Trieste
- ❑ Udine
- ❑ Venezia

Appendix 1j
Le Regioni



PAROLE CROCIATE

1. La città più importante della Sardegna
2. La città più importante della Lombardia
3. La capitale d'Italia
4. La città più importante del Friuli-Venezia-Giulia
5. La città più importante della Toscana
6. La città più importante della Sicilia
7. Il capoluogo dell'Emilia Romagna
8. Il capoluogo dell'Abruzzo
9. Il capoluogo dell'Umbria
10. Il capoluogo della Liguria
11. Il capoluogo della Puglia

Appendix 1k

Cruciverba Sulle Regioni

Trovate le seguenti regioni nel cruciverba:

TOSCANA PUGLIA VENETO BASILICATA MOLISE VALLE D'AOSTA
FRIULI CAMPANIA SICILIA ABRUZZO CALABRIA LIGURIA

P	U	G	L	I	A	R	Q	Z	M	N	O	A	C
G	B	C	F	A	I	N	A	P	M	A	C	F	D
H	I	J	K	O	S	O	M	L	P	A	R	E	L
V	E	N	E	T	O	Z	L	N	T	L	E	N	R
A	F	T	F	X	I	M	J	A	P	T	Z	L	A
L	S	I	E	W	Z	N	C	O	Q	F	S	I	P
L	G	K	J	V	A	I	H	E	P	A	R	G	Q
E	H	D	C	U	L	O	A	S	Q	B	N	U	A
D	P	C	S	I	C	I	L	I	A	R	M	R	O
A	Q	B	S	T	L	S	K	L	S	U	L	I	D
O	S	A	M	M	F	I	A	O	Z	Z	Z	A	E
S	B	M	E	S	E	C	A	M	T	Z	F	U	I
T	T	R	R	O	H	I	J	L	O	O	S	T	U
A	N	A	C	S	O	T	K	F	R	I	U	L	I

Appendix 1L

Monumenti Religiosi in Italia

La Valle d'Aosta
- Aosta – La Collegiata di Sant'Orso

Il Piemonte
Torino – Il Duomo di San Giovanni
(con la Sacra Sindone)

La Lombardia
- Milano – Il Duomo
  La Chiesa di Santa Maria delle Grazie
  (con L'Ultima Cena di Leonardo Da Vinci)
  La Basilica di Sant'Ambrogio

Il Trentino Alto-Adige
Trento – La Chiesa di Santa Maria Maggiore

Il Friuli Venezia-Giulia
- Trieste – La Cattedrale di San Giusto

Il Veneto
- Venezia – La Basilica di San Marco
  La Chiesa di San Giorgio Maggiore

Padova – La Basilica di Sant'Antonio

La Liguria
Genova – La Cattedrale di San Lorenzo

L'Emilia-Romagna
Bologna – La Basilica di San Petronio
L'Arca di San Domenico

La Toscana
Firenze – La Cattedrale di Santa Maria del Fiore (Il Duomo)
La Chiesa di Santa Croce

Siena – La Chiesa di San Domenico
(con la Cappella di Santa Caterina)

Le Marche
- Loreto – Il Santuario della Santa Casa

Appendix 1L (Continued)

L'Umbria
Assisi – La Basilica di San Francesco

Il Lazio
- Roma/Il Vaticano – La Basilica di San Pietro
  (con la Pietà di Michelangelo)
  La Cappella Sistina

L'Abruzzo
L'Aquila – La Chiesa di San Bernardino

Il Molise
Campobasso – La Chiesa di San Bartolomeo

La Campania
- Napoli – La Cappella Sansevero

La Puglia
- Bari – La Basilica di San Nicola

Monte Sant'Angelo – Il Santuario di San Michele

San Giovanni Rotondo – La Tomba di Padre Pio

La Basilicata
Matera – La Chiesa di Santa Maria de Idris

La Calabria
Tropea – La Chiesa di Santa Maria della Isola

La Sicilia
Palermo – La Chiesa di San Giovanni degli Eremiti

Siracusa – Le Catacombe di San Giovanni

La Sardena
Pula – La Chiesa di Sant'Efisio

Note: Cities that have nuggets in front of them have been searched on the Internet.

Appendix 1m
(Activity 6)
Ringrazio Dio

Grazie, Signore, per _____ _____, ____ _____,

e _____ _____. Lode a te, mio Signore specialmente per _____

_____ e _____ _____.

Appendix 1n

"La Mia Preghiera"
Dio

Mi chiamo _____ e _____ uno studente/una studentessa d'italiano

nella _____ del signor/della signora/della signorina _____.

_____ _____ anni. _____ bisogno del tuo aiuto.

Studio* ___ _____, ____ _____, ____ _____,

e ___ _____.

Nei miei studi, aiutami ad avere,

_____ coraggio, ____ responsabilità e _____di continuare anche quando

_____ dei problemi e _____ dispiaciuto. Voglio diventare _____ studente esemplare.

Così _____ miei_____ _____ orgogliosi di me.

Signore, includo in questa _____ anche _____ desideri dei miei _____

di classe. Aiutaci a essere come _____ a scuola e a _____.

*if your school is non-semestered, include eight spaces after [Studio...]

Appendix 1o

Rubric for "La Mia Preghiera"

Rubric for Evaluating Writing:

Categories	Level 1 (50 –59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding	- uses recently taught language knowledge with limited accuracy on rough copy - has considerable difficulty making corrections on final copy	- uses recently taught language knowledge with some errors on rough copy - has some difficulty making corrections on final copy	- uses recently taught language knowledge with some facility on rough copy - corrects final copy quite easily and appropriately	- uses recently taught language knowledge with a high degree of facility on rough copy - corrects final copy easily and appropriately
Communication	- has considerable difficulty writing sentences to convey meaning	- has some difficulty writing sentences to convey meaning	- conveys meaning well through writing	- conveys meaning very well through writing
Application	- has considerable difficulty organizing the elements of a sentence	- has some difficulty organizing the elements of a sentence	- organizes the elements quite accurately and appropriately	- organizes the elements of a sentence with a high degree of accuracy and appropriateness
Thinking/Inquiry	- incorporates very few interesting and relevant details	- incorporates a few interesting and relevant details	- incorporates interesting and relevant details	- incorporates many interesting and relevant details

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 1p

Riti Di Introduzione (in piedi)

La mia preghiera

Quando comincia la Messa, il Sacerdote dice:
Nel nome del Padre
e del Figlio
e dello Spirito Santo.

Noi diciamo: **Amen**.

Il Sacerdote dice: Il Signore sia con voi.

Noi diciamo: **E con il tuo spirito**.

Chiediamo a Dio di perdonarci per quelle volte che non siamo stati bravi.

Chiediamo scusa.

Il Sacerdote dice: Signore, pietà.

Noi diciamo: **Signore, pietà.**

Il sacerdote dice: Cristo, pietà.

Noi diciamo: **Cristo, pietà**.

Il Sacerdote dice: Signore, pietà.

Noi diciamo: **Signore, pietà**.

Unit 2: Visi Famigliari

Time: 20 hours

Unit Description

"*Un amico fedele è protezione potente: chi l'ha trovato, ha trovato un tesoro.*"

Ecclesiastico; VI, 14

The main focus of Unit 2 is to introduce the students to the theme of family and friendships. Students create an acrostic poem and a family tree. They also explore various cultural and religious holidays in their "*Ricerca festosa*". Students learn the importance of friendships in their lives in the activity of their ideal friend. Such activities promote respect of the rights, responsibilities, contributions and diversities of others. This unit culminates in the preparation of the Liturgy of the Word for the final celebration of the Mass.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE1c, 1d, 1i, CGE2a, 2b, 2c, CGE3c, CGE4a, CGE5a, 5e, CGE6a, 6c, CGE7f, 7g.
Strand(s): Oral Communication, Reading, Writing
Overall Expectations: OSV.01, OLV.01, WRV.01, REV.01.
Specific Expectations: OS1.01, OS1.02, OS1.04, OL1.01, OL1.02, OL1.03, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, RE1.01, RE1.02, RE1.04, RE1.05.
Grammar and Language Knowledge: GL1.04, GL1.05, GL1.07, GL1.09.

Activity Titles (Time + Sequence)

Activity 1	Una canzone della Mamma	200 minutes
Activity 2	Un'intervista tra amici	170 minutes
Activity 3	Una poesia famigliare	170 minutes
Activity 4	Un paragrafo d'amicizia	150 minutes
Activity 5	Un albero d'affetto	220 minutes
Activity 6	Una ricerca festosa	230 minutes
Activity 7	Una liturgia della Parola	60 minutes

Prior Knowledge Required

- the alphabet
- vocabulary words associated with days, months, subject disciplines, and school
- gender of nouns (regular/irregular)
- use of articles with nouns
- formation of plural
- numbers (1-100)
- subject pronouns
- verbs *essere* and *avere* with age
- *mi piace, ti piace*
- word order in simple sentences – positive, interrogative and negative

Unit Planning Notes

The Teacher:

- gathers the resources listed;
- refers to *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages*;
- posts new vocabulary words on the unit theme of the family and friendships;
- reserves the computer lab/resource center for the technological activity;
- prepares the Liturgy of the Word component for the final Mass.

Teaching/Learning Strategies

- The teacher introduces unit inspirational quote and discusses Catholic and learning expectations of the unit.
- The teacher gives students an overview of activity expectations and asks students to gather pictures of their families in preparation for their family tree.
- The following teaching/learning strategies are used: brainstorming, teacher modelling, choral repetition, written reinforcement exercises, activities, independent research of their family tree, formal and written presentations, reading comprehension listening exercises, and interviewing.

Assessment and Evaluation

Diagnostic, Formative Evaluation

- observation: formal and informal
- performance: self-assessment, peer-editing, reinforcement activities, peer-teacher
- conferencing, reading comprehension
- tools: checklists, rubrics, quizzes

Summative Evaluation

- performance assessments: oral presentation, formal written assignments
- unit test

Resources

Print

Barelli, Ettore e Sergio Pennacchietti. *Dizionario delle citazioni*. Milano: Rezzoli Editore, 1993.

Bozzo, G., *Parole nel contesto*. Montreal: Eder & Eden, 1996.

Danesi, Marcel. *Adesso 2nd ed*. Boston: Heinle and Heinle Publishers, 1997. (text, audiotapes, quaderno)

D'Allera, J. *Incontri Culturali-Cross-Cultural Mini-Dramas*. Lincolnwood, Illinois, USA: National Textbook Co., 1990.

Federici, Carla and Carla Larese Riga. *Ciao 2nd ed*. Montreal: Holt Rinehart & Winston Inc., 1990. (text, audiotapes, quaderno)

Graziano, Carlo. *Dialoghi simpatici*. Illinois: National Textbook Co., 1986.

Macchi, V. *I dizionari Sansoni*. Firenze: Sansoni editore, 1991.

Nannetti, Remo. *NTC Language Masters for Intermediate Italian Students*. Lincolnwood, Illinois, USA: National Textbook Co., 1999.

Web Sites

http://adesso.heinle.com

www.yahoo.ita.com

http://www.iicto.-ca.org

http://italianculture.about.com
www.californiamall.com/holidaytraditions/traditions.italy.htm
www.venetia.it/s-carn.-eng.htm

Online Bibles
www.crs4.it/~riccardo/letteratura/bibbia/bibbia.html
www.bible.gospelcom.net/bible? - language = italiano
www.intratext.com/testi/NTPBibbia-it.txt/!indice.htm

Community
Istituto Italiano di Cultura

Activity 1: Una canzone della mamma

Time: 200 minutes

Description

In this activity, students listen to an Italian song about motherhood, and complete the endings of the "*are*" verbs that they hear. Students also learn new vocabulary pertaining to family.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations
CGE2a – listens actively and critically to understand and learn in light of gospel values;
CGE2b - reads, understands and uses written materials effectively;
CGE5a - works effectively as an interdependent team member;
CGE6a - relates to family members in a loving, compassionate and respectful manner.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations
OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations
OL1.01 - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - use visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
RE1.01 - read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);
RE1.02 - read aloud with expression, to further develop standard pronunciation, intonation, and tones;

RE1.03 - use visual cues (e.g., illustrations, punctuation) and verbal cues (e.g., word endings, sentence structure, context) to determine the meaning of texts in print and other media (e.g., magazines, newspaper articles, texts on CD-ROMs and the Internet);
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.02 - write a variety of questions and answers;
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers);
GL1.04 - Verbs: present tense, regular verbs;
GL1.09 - Vocabulary: words associated with the family, friends, – basic salutations.

Planning Notes

The teacher:

- displays proverb at front of classroom;
- prepares and posts related vocabulary words;
- makes a list of regular first conjugation verbs and illustrates use of the verb endings on chart paper;
- omits the verb endings of the "*are*" verbs in a selected song and makes copies for the class.
- **Note:** Please be careful with copyright infringements when choosing a song.
- prepares the language and vocabulary quizzes.

Prior Knowledge Required

- subject pronouns (singular and plural)
- articles with nouns
- formation of plural

Teaching/Learning Strategies

1. Whole Class: The teacher uses brainstorming techniques to teach the vocabulary words associated with family and friends.
2. Whole Class: The teacher introduces the first conjugation verbs in the present by using a song about motherhood. Students listen to the song and complete the missing verb endings.
3. Individual/Whole Class: Students complete related reinforcement exercises.
4. Pair: Using the new vocabulary learned and any verbs in "*are*" in the present tense, students write two original sentences.
5. Small Groups: Students are given a verb by the teacher and play charades to convey its meaning. Other students must guess the verb.
6. Small Groups: The teacher provides students with two envelopes: one containing different verbs in "are" conjugated and the other with the subject pronouns. Students must match the subject pronoun with the correct form of the verb.
7. Individual: Students add two sentences to the selected song (four sentences) using as many "*are*" verbs as possible. The students present their sentences to the class.
8. Individual: A vocabulary and a verb quiz.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/Understanding Application	WR1.02 WR1.04 GL1.09 RE1.01	observation	Students predict the missing verb ending.
Knowledge/Understanding Application Communication	WR1.04 GL1.04 GL1.09	group work	Students write two sentences using any new vocabulary words and the present tense "*are*" verbs.
Knowledge/Understanding Communication Application	RE1.02 RE1.01 WR1.01 WR1.04 GL1.09 GL1.04	checklist	Students add another two lines to the song studied.
Knowledge/Understanding Application	WR1.02 GL1.04 GL1.09	paper and pencil tests	Students complete exercises on the present tense of first conjugation verbs.

Accommodations

- Consult student's Individual Education Plan.
- Allow more time to complete tasks.
- Pair the stronger students with those experiencing difficulty.

Resources

Print

Barelli, Ettore e Sergio Pennacchietti. *Dizionario delle Citazioni*. Milano: Diziorai Rizzoli, 1992, p. 635.

Bozzo, G., *Parole nel contesto*. Montreal: Eder & Eden, 1996, p. 19 and 20.

Danesi, Marcel. *Adesso 2nd ed.* Boston: Heinle and Heinle Publishers, 1997. (text, p. 2; audiotapes; quaderno, p.6)

D'onofrio, Manuela, Ph.d. *Manuale per l'uso della musica contemporanea Italiana nell'insegnamento della lingua Italiana all'estero*. Roma: Edizione musicale, 1988.

Federici, Carla and Carla Larese Riga. *Ciao 2nd ed.* Toronto: Holt, Rinehart & Winston Inc., 1990. (text, workbook, audiotapes, p. 10 and 11), text pp. 52, 53 and quaderno pp. 17, 18, 158.

Web Site

http://adesso.heinle.com

Activity 2: Un'intervista tra amici

Time: 170 minutes

Description

In this activity, the students study the possessive adjectives and interview a friend. They share their findings with their classmates.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;
CGE6c - values and honours the important role of the family in society;

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

OL1.01 - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - use visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs).
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
RE1.01 - read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.02 - write a variety of questions and answers;
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers);
GL1.05 - Possessive Adjectives: (e.g., my, your, his, her, our, their);
GL1.09 - Vocabulary: words associated with the family and friends.

Planning Notes

The teacher:

- makes copies of NTC Language Masters for Intermediate Italian Students (Unitá 25, 26)
- finds a family photograph album to teach the possessive adjectives with family members
- chooses appropriate listening exercises from the workbook being used
- prepares the criteria for the interview (questionnaire and marking scheme).

(**Note:** Sensitivity to family issues should be considered.)

Prior Knowledge Required

- vocabulary words relating to the classroom (from Unit 1)
- definite articles
- gender of nouns and plurals

Teaching/Learning Strategies

1. Whole Class: Using classroom objects or vocabulary familiar to the students, the teacher introduces the use of the definite article with the possessive adjective.
2. Whole Class: Using a personal family photograph, the teacher introduces the possessive adjectives with family members, highlighting all exceptions to the rule.
3. Individual/Whole Class: Students complete selected listening and oral exercises pertaining to the possessive adjective.
4. Individual: Students complete the handouts given to them (*NTC Language Masters*, Unit 25, 26). In these exercises, students choose the correct form of the possessive adjective.
5. Individual: Students complete a written quiz on the possessive adjectives.
6. (a) Whole Class: Teacher explains task to students. Students are to interview a classmate about his/her family, using the questions provided (Appendix 2c). The questions and the answers allow the students to reinforce and use the possessive adjectives and any new vocabulary.
   (b) Individual: Students tape their interview presenting their friend and his/her family.
7. Individual: Students present their interview and provide a picture of their friend's family, if possible.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/Understanding Thinking/Inquiry Communication Application	OS1.01 WR1.04 OS1.02 OL1.02 WR1.01 GL1.05 GL1.09	rubric for an oral presentation (Appendix 2b)	Students interview a classmate about his/her family.
Knowledge/Understanding Application	GL1.05 WR1.02 GL1.09	paper and pencil test	Students complete exercises on the possessive adjectives.

Accommodations

- Consult student's Individual Education Plan (IEP).
- Allow more time to complete tasks.
- Require stronger students to memorize their presentations.

Resources

Print

Bozzo, G. *Parole nel contesto*. Montreal: Eder & Eden, 1996, p. 34 and 35.

Danesi, Marcel. *Adesso 2nd ed.* Boston: Heinle and Heinle Publishers, 1997.

(text, p. 128, Capitolo 5, Momento Creativo)

Federici, Carla and Carla Larese Riga. *Ciao 2nd ed.* Montreal: Holt Rinehart & Winston Inc., 1990. (text, audiotapes, quaderno), text - pp. 108, 109, quaderno – pp. 31, 32, 33, 170, 171.

Nannetti, Remo. *NTC Language Masters for Intermediate Italian Students*, Lincolnwood, Illinois, USA: National Textbook Co., 1999.

Web Site
http://adesso.heinle.com

Activity 3: Una poesia famigliare

Time: 170 minutes

Description

For this activity, students use acquired vocabulary, descriptive adjectives, colours and the adverb "*molto*" to write an acrostic poem containing the name of a family member. Students read their poems to the class.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations
CGE5e - respects the rights, responsibilities, and contributions of self and others
CGE6a - relates to family members in a loving, compassionate, and respectful manner;
CGE6c - values and honours the important role of the family in society.

Strand(s): Oral Communication, Reading Writing

Overall Expectations
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
RE1.02 - read aloud with expression, to further develop standard pronunciation, intonation, and tones;
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.03 - write in different forms to express ideas and opinions, using a model (e.g., prepare a questionnaire);
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers);
GL1.05 - Adjectives: regular adjectives and frequently used irregular adjectives;
GL1.07 - Adverbs: adverbs used to modify adjectives (e.g., I am very happy.);
GL1.09 - Vocabulary: names of colours – words associated with the family and friends.

Planning Notes

The teacher:

- prepares a list of regular and irregular adjectives including colours to be given to students;
- prepares an example of an acrostic poem about a family member.

Prior Knowledge Required

- vocabulary related to the family
- present tense verbs (*avere, essere*, first conjugation verbs)
- nouns, pronouns

Teaching/Learning Strategies

1. (a) Whole Class: The teacher introduces regular and irregular adjectives including colours. The teacher explains to students that the adverb "*molto*" is invariable. Teachers give examples using family members. (e.g., *Maria, mia madre, è molto brava, è italiana. Ha i capelli neri, è alta, intelligente e simpatica.*)
   (b) Pair: Teacher provides pairs with two colour pictures and the students must describe their picture to one another using as many of the adjectives learned as possible.
2. Individual/Whole Class: Teacher reinforces through written homework exercises, listening exercises, and a written quiz.
3. Whole Class: Teacher provides an example of an acrostic poem to the students.
4. Individual: Using adjectives, colours or "*molto*" as an adverb, students write an acrostic poem about a member of their family. They choose the name of a person and then give a descriptive adjective or "*molto*" plus an adjective for each letter.
   e.g., **M**olto brava
   simp**A**tica
   Responsabile
   Intelligente
   brun**A**
5. Small Group: Students peer-edit their poems and practise reading them for pronunciation.
6. Individual: Students present their poems to the class. The written poem should also include a picture or a symbol with it that is representative of the family member. Students read their acrostic poem at the final liturgy.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Communication/Application Knowledge/Understanding	OS1.01 RE1.02	observation	In small groups, students practise their poem for pronunciation.
Knowledge/Understanding Communication/Application	OS1.01 GL1.05 WR1.03 GL1.07 WR1.04 GL1.09 RE1.02	checklist	Students read their poems and submit the written poem.
Knowledge/Understanding Application	GL1.05 GL1.07 GL1.09	paper and pencil test	Students complete oral/written exercises on adjectives.

Accommodations

- Consult student's IEP.
- Allow more time to complete tasks.
- Pair students with varied abilities.

Resources

Print

Bozzo, G., *Parole nel Contesto*. Montreal: Eder & Eden, 1996, pp. 16, 17, and 25.

Danesi, Marcel. *Adesso 2nd ed.* Boston: Heinle and Heinle Publishers, 1997. (text, audiotapes, quaderno)

Federici, Carla and Carla Larese Riga. *Ciao 2nd ed.* Montreal: Holt Rinehart & Winston Inc., 1990. (text, audiotapes, quaderno)

Graziano, Carlo. *Dialoghi simpatici*. Illinois: National Textbook Co., 1986, p.143.

Web Site

http://adesso.heinle.com

Activity 4: Un paragrafo d'amicizia

Time: 150 minutes

Description

For this activity, students use the prior knowledge and vocabulary concepts taught to describe their ideal friend.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of gospel values;
CGE7f - respects and affirms the diversity and interdependence of the world's peoples and cultures
CGE7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

Strand(s): Reading, Writing

Overall Expectations

REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

RE1.01 - read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);
RE1.02 - read aloud with expression, to further develop standard pronunciation, intonation, and tones
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers);
GL1.08 - word order in complex and compound sentences – gender and number agreement.

Planning Notes

- The teacher prepares a marking scheme for the written paragraph

Prior Knowledge Required

- related vocabulary
- adjectives, "*molto*" as an adverb
- verbs (regular - *are*), *essere*, *avere*
- nouns, pronouns
- numbers

- *mi piace, ti piace*
- conjunctions
- word order in simple sentences (positive, interrogative and negative)

Teaching/Learning Strategies

1. Whole Class: The teacher pre-teaches word order in complex and compound sentences (e.g., *Mi piace Paola perché è molto intelligente e è brava.*)
2. Whole Class: Students brainstorm qualities of an ideal friend.
3. Individual: Students write a profile of an ideal friend. The profile must include the new vocabulary, colours, adjectives, the adverb "*molto*", and any prior language and vocabulary structures. It must also be six to eight sentences in length.
4. Pair: Students exchange their profiles and peer-edit them before submitting a final draft for evaluation by the teacher.
5. Individual: Students read their profiles to the class.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/Understanding Application Thinking/Inquiry	WR1.04 RE1.01 WR1.01 RE1.02 GL1.08	rubric for oral and written communication (Appendix 2a, 2b)	Students write a profile of an ideal friend.

Accommodations

- Consult student's Individual Education Plan (IEP).
- Reduce the length of the paragraph for weaker students and increase the length for stronger students.
- Provide additional activity sheets reviewing language structures previously learned.

Resources

Print

Danesi, Marcel. *Adesso 2nd ed.* Toronto: Heinle Publishers, 1997. (text, workbook, audiotape)

Federici, Carla and Carla Riga. *Ciao 2nd ed.* Montreal: Holt Rinehart & Winston Inc., 1990.

Web Site

http://adesso.heinle.com

Activity 5: Un albero d'affetto

Time: 220 minutes

Description

In this activity, students use new vocabulary and language structures to create a family tree.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others
CGE6a - relates to family members in a loving, compassionate and respectful manner
CGE6c - values and honours the important role of the family in society.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.04 - apply knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentations);
RE1.02 - read aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.04 - respond to what they read in a variety of ways (e.g., retell stories);
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers);
GL1.04 - Verbs: present tense, regular verbs;
GL1.05 -Adjectives: regular adjectives and frequently used irregular adjectives, possessive adjectives;
GL1.08 - Syntax: word order in complex and compound sentences – gender and number agreement;
GL1.09 - Vocabulary: names of colours – words associated with the family, friends.

Planning Notes

The teacher:

- prepares a sample family tree for certain students to use as a model;
- The teacher prepares a rubric for the oral and written assignments.

(**Note:** Sensitivity to family issues – their makeup, history, relationships – needs to be considered.)

Prior Knowledge Required

- alphabet
- gender of nouns
- articles (definite, indefinite)
- plurals
- subject pronouns
- numbers (0-100)
- verbs in "*are*", *essere, avere, mi piace, ti piac*e, word order in simple and complex
- (compound) sentences (positive, interrogative and negative)
- adjectives (regular, irregular, possessives)
- conjunctions

Teaching and Learning Strategies

1. Whole Class: The teacher explains the criteria for the assignment in which students create their own original family tree.
2. Individual: Students start assembling pictures of various family members. Students interview individual members, if possible, to find out about their likes, dislikes, and other pertinent information.

3. Individual: For homework, students prepare a visual representation of immediate family and/or of their extended family members. Students write a brief paragraph to describe members of their family, their country of origin, age, and physical description (students are encouraged to use as many adjectives as possible (regular, irregular), molto as an adverb, and the present tense verbs in "*are*" (e.g., *Mio nonno è irlandese, ha i capelli neri e gli occhi castani*).
4. Pair: In class, students edit one another's work.
5. Individual: Students present their family trees to the class and submit them for detailed evaluation. Students display their family trees at the final mass.
6. Whole Class: Students write their unit test.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/Understanding Application/Communication	OS1.01 RE1.04 OS1.02 GL1.04 OS1.04 GL1.05 RE1.02 GL1.08 GL1.09	rubric for an oral presentation (Appendix 2b)	Students present their family trees (audio visual/oral presentation).
Knowledge/Understanding Application	WR1.01 GL1.05 WR1.04 GL1.08 GL1.04 GL1.09	rubric for a written assignment (Appendix 2a)	Students hand in their family trees and written assignments.
Knowledge/Understanding Application	WR1.02 GL1.04 GL1.05 GL1.08 GL1.09	unit test	Students demonstrate knowledge of language structures and vocabulary.

Accommodations

- Consult student's Individual Education Plan (IEP).
- Provide a sample family free for some students.
- Encourage strong students to present an extended family tree and to memorize their presentation.
- Permit students to use cue cards.
- Provide a resource list for vocabulary.
- Provide more specified and directed instructions.

Resources

Print

Federici, Carla and Carla Riga. *Ciao 2nd ed.* Montreal: Holt, Rinehart & Winston Inc., 1990, p.107.

Activity 6: Una ricerca festosa

Time: 240 minutes

Description

In this activity, students brainstorm particular Italian feast days and they use technological and print resources to research Italian patron saints.

Strand(s) and Expectations

Ontario Catholic School Expectations

CGE2b - reads, understands and uses written materials effectively;
CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life;
CGE5a - works effectively as an interdependent team member;
CGE7f - respects and affirms the diversity and interdependence of the world's peoples and cultures;
CGE7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

OL1.03 - identify features of the culture of countries where the language is spoken (e.g., holidays and cultural events);
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.03 - express opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on television shows);
OS1.04 - apply knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentations);
RE1.02 - read aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.03 - use visual cues (e.g., word endings, sentence structure, context) to determine the meaning of texts in print and other media (e.g., magazines, newspaper articles, texts on CD-ROMs and the Internet);
RE1.04 - respond to what they read in a variety of ways (e.g., retell stories)
RE1.05 - identify features of the culture of countries where the language under study is spoken (e.g., festivals, historical sites);
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.04 -use resources to make their writing more effective (e.g., dictionaries, input from teachers);
WR1.05 -apply knowledge of the culture of countries where the language under study is spoke in various activities, using both print and electronic resources (e.g., communicate with a pen or key pal in another country);
GL1.04 - Verbs: present tense, regular verbs;

GL1.05 - Adjectives: regular adjectives and frequently used irregular adjectives, possessive Adjectives;
GL1.08 - Syntax: word order in complex and compound sentences – gender and number agreement;
GL1.09 - Vocabulary: names of colours – words associated with the family, friends.

Planning Notes

The teacher:

- reserves the library for Internet use;
- provides the various websites that pertain to religious Italian holidays;
- prepares a rubric for the oral/written presentation.

Prior Knowledge Required

- Students come prepared to discuss how they celebrate a religious holiday in their families.
- previous grammar structures and vocabulary words learned

Teaching/Learning Strategies

1. Individual: Students share how they celebrate a particular feast day. Students of Italian background may be able to add to the discussion by mentioning other Italian feast days.
2. Whole Class: The teacher explains the feast days of the patron saints (*l'onomastico*).
3. Small Group: Students brainstorm the names of the most important patron saints and their feast days. The teacher adds to the list of names so that there are enough saint names per group. **Note:** If at all possible, have students research their own name, otherwise provide a list of the most important saint names.
4. Small Groups/Pairs: Students research the feast day of the patron saint assigned to them, including the name of the saint, the feast date, background history and his or her importance in Italian culture. Students present their research, providing a picture of the saint, if possible. If feasible, presentations maybe made using *PowerPoint*. The teacher my vary the length of the written assignment to suit the abilities of the group.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/Understanding	OL1.03 OS1.03 OS1.04	observation	Students participate in information session and in brainstorming on feast days and specifically on patron saints.
Knowledge/Understanding Thinking/Inquiry	OL1.03 OS1.04 RE1.04 RE1.05 WR1.05	observation/ checklist	Pairs of students do research project on an Italian patron saint, making notes on findings.
Communication Application	OS1.01 GL1.04 OS1.04 GL1.05 RE1.02 GL1.08 RE1.03 GL1.09 RE1.05	rubric for oral evaluation (Appendix 2b)	Students present information orally to class.

Communication Application	WR1.04 GL1.05 WR1.05 GL1.08 GL1.04 GL1.09	rubric for written evaluation (Appendix 2a)	Students organize and submit written research project to the teacher.

Accommodations

- Consult student's Individual Education Plan (IEP).
- Allow more time to complete tasks and the use of cue cards or require fewer elements.
- Reduce the length of the oral and written assignments.
- Require stronger students to memorize their presentation.
- To add challenge, have students research and present additional cultural information.

Resources

Print

D'Allera, J. *Incontri Culturali-Cross-Cultural Mini-Dramas*. Lincolnwood, Illinois, USA: National Textbook Co., 1990.

Web Sites

http://italianculture.about.com

www.californiamall.com/holidaytraditions/traditions-italy.htm

www.venetia.it/s-carn.-eng.htm

http://www.iicto.-ca.org - Istituto Italiano di Cultura

http://www.osotemico.it/sicily/folklore/patrono.html

Activity 7: Una liturgia della parola

Time: 60 minutes

Description

This activity is part of the preparation of the final celebration of the Word. Students recite aloud the Liturgy of the Word in preparation for the culminating Mass. Students display their acrostic poems and family trees at the liturgical celebration.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE1c - actively reflects on God's Word as communicated through the Hebrew and Christian scriptures
CGE1d - develops attitudes and values founded in Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;
CGEli - integrates faith with life;
CGE2a - listens actively and critically to understand and learn in light of gospel values;
CGE5a - works effectively as an interdependent team member.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

OL1.02 - use visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
RE1.01 - read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);
RE1.02 - read aloud with expression, to further develop standard pronunciation, intonation, and tones;
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend).

Planning Notes

The teacher:

- provides copies of the Liturgy of the Word section which students complete.
- Students prepare their acrostic poems and family trees which they will present at the final Mass.

Prior Knowledge Required

- Students should review the section of the Mass introduced in Unit 1 (*Riti d'Introduzione*).

Teaching/Learning Strategies

1. Whole Class: Students read aloud the Liturgy of the Word section of the mass.
2. Small Groups/Pair: Students choose the first and second reading for the final mass.
3. Small Group: Students copy their acrostic family poem on the next page of the mass booklet (Appendix 2d).
4. Whole Class: Students display their acrostic poems and family trees at the final mass.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding Application/ Communication	RE1.01 RE1.02 OS1.01	observation	Students choose first and second readings and read the Liturgy of the Word.

Resources

Online Bibles

www.crs4.it/~riccardo/letteratura/bibbia/bibbia.html
www.bible.gospelcom.net/bible? - language = italiano
www.intratext.com/testi/NTPBibbia-it.txt/!indice.htm

Appendix 2a

Rubric for Evaluating Writing

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge Understanding	- uses recently taught language knowledge and vocabulary with limited accuracy on rough copy - has considerable difficulty making corrections on final copy	- uses recently taught language knowledge with some errors on rough copy - has some difficulty making corrections on final copy	- uses recently taught language with few errors on rough copy - corrects final copy quite easily and appropriately	- uses recently taught language with no errors on rough copy - corrects final copy easily
Communication	- has considerable difficulty writing sentences to convey meaning	- has some difficulty writing sentences to convey meaning	- has few difficulties writing sentences to convey meaning	- has no difficulties writing sentences to convey meaning
Application	- has considerable difficulty organizing the elements of a sentence	- has some difficulty organizing the elements of a sentence	- has few difficulties organizing the elements of a sentence	- has no difficulties organizing the elements of a sentence
Thinking/Inquiry	- incorporates very few interesting and relevant details	- incorporates some interesting and relevant details	- incorporates several interesting and relevant details	- incorporates many interesting and relevant details

This rubric may be adapted to assess certain criteria of the student's work.

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 2b

Rubric for Evaluating Oral Assignments

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge Understanding	- uses recently taught language with frequent errors	- uses recently taught language with some errors	- uses recently taught language with few errors	- uses recently taught language with no errors
Communication	- speaks with hesitation and frequent pronunciation errors	- speaks somewhat fluently with some pronunciation errors	- speaks quite fluently with few pronunciation errors	- speaks fluently with no pronunciation errors
Application	- forms sentences and questions with limited accuracy	- forms sentences and questions with some accuracy	- forms sentences and questions with considerable accuracy	- forms sentences and questions with complete accuracy
Thinking/Inquiry	- expresses very few interesting and relevant details	- expresses a few interesting and relevant details	- expresses several interesting and relevant details	- expresses many interesting and relevant details

This rubric may be adapted to assess certain criteria of the student's work.

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 2c

Intervistate un compagno/una compagna di classe, usando queste domande.

1. Hai una famiglia grande o piccola?

2. Hai fratelli e sorelle?

3. Quali sono le loro caratteristiche?

4. Quali caratteristiche deve avere il tuo futuro marito / la tua futura moglie?

Appendix 2d

LITURGIA DELLA PAROLA (seduti)

La mia poesia famigliare

Ascoltiamo le letture scelte dalla sacra scrittura.

Le parole ci dicono che Dio ci ama.

Ascoltiamo attentamente.

Dopo aver letto, il lettore dice:

Parola di Dio.

Noi diciamo:

Rendiamo grazie a Dio.

(in piedi)

Il Sacerdote introduce il vangelo, dicendo

Il Signore sia cosn voi.

Noi diciamo:

E con il tuo spirito.

Il Sacerdote dice:

Dal vangelo secondo...

Noi diciamo:

Gloria a te, o Signore.

Il Sacerdote ci racconta la vita di Gesù.

Alla fine, il Sacerdote dice:

Parola del Signore.

Noi rispondiamo:

Lode a te, o Cristo.

Unit 3: I Nostri Doni

Time: 20 Hours

Unit Description

"L'arte è uno dei mezzi che uniscono gli uomini"

L. Tolstoy

In this unit, students explore the theme of leisure activities as they continue to learn to express themselves with confidence in Italian. A variety of sub themes such as hobbies, pastimes, and recreational activities are studied. Students reflect on, write about, and celebrate their personal talents and values. They also engage in poetry writing in the Michelangelo and Da Vinci art gallery. Students practise reading the prayers of the Liturgy of the Eucharist in preparation for the final liturgical celebration.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE1a, CGE2a, CGE3a, CGE4a, 4h, CGE5c, 5g, CGE6a.
Overall Expectations: OSV.01, OLV.01, WRV.01, REV.01.
Specific Expectations: OS1.01, OS1.02, OS1.03, OL1.01, OL1.02, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, RE1.01, RE1.02, RE1.04.
Grammar and Language Knowledge: GL1.02, GL1.04, GL1.07, GL1.09.

Activity Titles (Time + Sequence)

Activity 1	Scriviamo una didascalia	170 minutes
Activity 2	Facciamo un'intervista	300 minutes
Activity 3	Celebriamo gli anziani	150 minutes
Activity 4	Leggiamo della Galleria degli Uffizi	100 minutes
Activity 5	Celebriamo i nostri talenti	300 minutes
Activity 6	Andiamo alla Galleria Poetica	120 minutes
Activity 7	Scopriamo la Liturgia Eucaristica	60 minutes

Prior Knowledge Required

- vocabulary associated with family, friends
- present tense of regular verbs in – *are*
- possessive adjectives
- some regular and irregular descriptive adjectives
- colours
- gender of nouns, formation of plural, use of definite and indefinite articles with nouns
- *mi piace/ti piace*
- conjunctions (*e, o, ma, però*)
- present tense of *essere* and *avere*
- numbers 21-100

Unit Planning Notes

The teacher:

- gathers the resources listed;
- refers to *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages;*
- ensures students have access to bilingual dictionary;
- arranges sample works by Michelangelo and Da Vinci throughout the classroom.

Teaching/Learning Strategies

- The teacher introduces unit inspirational quote and summarizes Catholic and learning expectations of the unit
- The teacher gives students an overview of activity expectations
- The following teaching/learning strategies are used: brainstorming, labelling, caption writing, collaborative/co-operative learning, cloze exercises, and formal written assignment

Assessment and Evaluation

Diagnostic, Formative Evaluation

- observation: formal and informal
- performance: oral presentations,
- tools: checklists, anecdotal notes, marking schemes, rubrics, for oral and written assignments, quiz, conferencing

Summative Evaluation

- performance assessments: oral presentations, reading comprehension tests, paper and pencil assessments
- tools: rubrics, quizzes

Resources

Print

Bozzo, Giovanni, *Parole nel contesto*. Montreal: Eder & Eden, 1996.

Danesi, Marcel. *Adesso 2nd ed.* Boston: Heinle and Heinle Publishers, 1997.

D'Onofrio, Manuela, Ph.d. *Manuale Per l'Uso Della Musica Contemporanea Italiana Nell'Insegnamento Della Lingua Italiana All'Estero*. Edizioni Musicali. Roma, 1988.

Federici, Carla and Carla Larese Riga. *Ciao 2nd ed.* Montreal: Holt Rinehart & Winston Inc., 1990. (text, audiotapes, quaderno)

Graziano, Carlo. *Dialoghi simpatici*. Illinois: National Textbook Co., 1986.

Idee pratiche per lezioni d'italiano. St. Paul, Minnesota: EMC Publishing, 1994.

La Sacra Bibbia. *Edizione Ufficiale della Conferenza Episcopale Italiana*. Milano: Edizione San Paolo, 1985.

Mollica, Anthony. *A Picture is Worth a Thousand Words*. Welland: Editions Soleil, 1992.

Mollica, Anthony. *A te la scelta, Libro Primo*. Editions Soleil Publishing, 1992.

Technological

Moro, Anna L. and Samuel D. Cioran. *Incontri a Roma*. Hamilton: McMaster University Press, 1997.

Online Bibles

www.crs4.it/~riccardo/letteratura/bibbia/bibbia.html

www.bible.gospelcom.net/bible? - language = italiano

www.intratext.com/testi/NTPBibbia-it.txt/!indice.htm

Web Sites
www.yahoo.it.com
www.uffizi.firenze.it
http://adesso.heinle.html

Activity 1: Scriviamo una didascalia

Time: 170 minutes

Description

In this activity, students learn vocabulary related to leisure activities. They play a guessing game related to this topic. Students write a caption and do some reading comprehension activities.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;
CGE5a - works effectively as an interdependent team member.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectation

OL1.01 - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OS1.01 - use standard pronunciation, intonation, and tones in Italian (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
RE1.01 - read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);
RE1.02 - read aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.04 - respond to what they read in a variety of ways (e.g., retell stories);
WR1.02 - write a variety of questions and answers;
WR1.03 - write in different forms to express ideas and opinions, using a model (e.g., prepare a questionnaire);
GL1.09 - Vocabulary: words associated with leisure, music, sports, and television;

Planning Notes

The teacher:

- prepares all supplies needed;
- prepares 20 pictures from "*A Picture Is Worth A Thousand Words*";
- prepares activity and verb sheets.

Prior Knowledge Required

- word order in simple sentence, (positive, interrogative, negative)
- present tense of regular verbs in - *are*

Teaching/Learning Strategies

1. Whole Class: The teacher presents the vocabulary associated with leisure, sports, music, and television through brainstorming activities and visual clues. (*Idee pratiche*)
2. Individual: The teacher distributes review sheets in which students match image with verbs and conjugate. (*Idee pratiche* – p. 56 / *Parole nel contesto* – p. 19).
3. Whole Class: The teacher practises a reading comprehension exercise with student (*A te la scelta*, p. 84).
4. Individual: Students read three short readings silently and answer multiple choice questions. They are given thirty minutes to complete the activity. The teacher corrects these answers with the class and records their marks (*A te la scelta*).
5. Whole Class/Game: The teacher fastens an activity picture from "*A Picture Is Worth A Thousand Words*" on the back of each student. Students circulate in the room and try to guess their own activity by asking simple questions of their classmates (example: *Gioco in un campo*?). When they have guessed the activity, they are seated.
6. Pair: Students work collaboratively to write a caption for the activity pictures in Strategy 5 above. Teachers have placed these pictures on board and each pair of students write a caption for two pictures. Students use their newly learned vocabulary and as many other grammar/language knowledge elements that they have learned and write an interesting caption (example: Photo 36 – *Il baseball è difficile! or Com'è pesante*!). All the headlines are written on construction paper and placed on the side of the board. The class then matches photograph and descriptive phrase.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/Understanding	WR1.02 GL1.09	teacher peer conferencing	Students complete written exercise on leisure activities and regular verbs.
Communication	CGE5a OL1.01 OS1.01	peer conferencing	Students use questioning skills to deduce the names of various sports and leisure activities.
Application	GL1.09 OS1.01 OS1.02 RE1.02 WR1.01 WR1.04	observation	Students write a caption for a leisure activity/sport.
Knowledge/Understanding Application	RE1.01 RE1.02 RE1.04 WR1.02	paper and pencil test	Students complete three brief reading comprehension activities.

Accommodations

- Consult student's Individual Education Plan (IEP).
- Allow more time for reading comprehension exercise.
- Provide list of question words to weaker students.
- Students bring in own pictures.

Resources

Print

Bozzo, Giovanni. *Parole nel contesto*. Montreal: Eder & Eden, 1996.

Danesi, Marcel. *Adesso 2nd ed.* Boston: Heinle and Heinle Publishers, 1997. (text, p. 2; audiotapes; quaderno, p. 6)

Federici, Carla and Carla Larese Riga. *Ciao 2nd ed.* Toronto: Holt, Rinehart & Winston Inc., 1990. (text, workbook, audiotapes, p. 10 and 11)

Idee pratiche per lezioni d'italiano. St. Paul's, Minnesota: EMC Publishing, 1994, Unit 9 – pp. 53-59.

Mollica, Anthony. *A te la scelta*. Welland: Editions Soleil Publishing Ltd., 1992, pp. 82, 86, 87.

Mollica, Anthony. *A Picture is Worth a Thousand Words*. Welland: Editions Soleil Publishing, 1992.

Activity 2: Facciamo un'intervista

Time: 300 minutes

Description

Students conduct an interview with their classmates about their leisure activity preferences. They listen to native speakers relating their personal preferences.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of gospel values;
CGE2b - reads, understands, and uses written materials effectively;
CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;
CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience;
CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills;
CGE4g - examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

OL1.01 - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OS1.01 - use standard pronunciation, intonation, and tones in Italian (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.03 - express opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on television shows);
RE1.01 - read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);
RE1.02 - read aloud with expression, to further develop standard pronunciation, intonation, and tones;
WR1.02 - write a variety of questions and answers;
WR1.03 -write in different forms to express ideas and opinions, using a model (e.g., prepare a questionnaire);
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers);
GL1.04 - Verbs: present tense, regular verbs, and frequently used irregular verbs (e.g., to be, to have, to want, to go) – verbs in simple negative constructions;
GL1.08 - Syntax: word order in simple sentences, positive, interrogative, negative - word order in complex and compound sentences – gender and number agreement;
GL1.10 - Other elements: expressions useful in the classroom (e.g., expressions used to ask permission, simple commands) – idiomatic expressions – essential characteristics of the writing system, as required.

Planning Notes

The teacher:

- prepares regular and irregular verb conjugation exercises (*Parole nel contesto*, p. 20, 21);
- sets tape to dialogue incorporating the present tense of regular verbs;
- prepares an infinitive ending sheet;
- chooses cloze exercises in texts;
- distributes rubric for interview;
- provides script of five native Italian speakers.

Prior Knowledge Required

- subject pronouns
- present of first conjugation verbs
- interrogative expressions

Teaching/Learning Strategies

1. Whole Class: The teacher uses the context of leisure time activities to introduce the present tense of second and third conjugation verbs. Students listen to five native speakers of the *Incontri a Roma* CD-ROM computer program as they talk of what they do in their spare time.
2. Pair: Students select new verb formations on script of the five speakers and try to deduce their respective infinitives.
3. Whole Class: The teacher orally corrects answers in Strategy 2 and teaches the formation of second and third conjugation verbs as well as the irregular verbs *fare, dare, sapere, andare* using *Idee pratiche*, pp. 111, 112.
4. Individual: Students complete a cloze exercise on verb formation which teacher corrects on board (*Parole nel contesto*, pp. 20, 21).

5. Whole Class: The teacher explains to students that they are to prepare a series of 10-15 questions for a leisure time questionnaire. They are to include as many new verbs as possible and they must be as creative as possible. Teacher provides rubric for written and oral presentation (see Appendices 5i, 5j).
6. Individual/Pair: The teacher corrects the written component and provides comments for necessary revision. The teacher returns rough copy to student with rubric. Each student interviews one student in class and records information. Students record one another and record feedback.
7. Whole Class: Students present the new information they have learned about their classmate in the third person singular. Teacher evaluates using a rubric for oral presentation.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/Understanding Thinking/Inquiry	OLV.01 RE1.01 GL1.03 GL1.04	CD-ROM and script	Students deduce verb infinitives.
Knowledge/Understanding Application	GL1.04 RE1.02 WR1.02	observation	Students complete cloze exercise on verb formation of second and third conjugation verbs.
Knowledge/Understanding Thinking/Inquiry Application/Communication	WR1.02 WR1.03 WR1.04 RE1.02 GL1.08 GL1.10	rubric for written work (Appendix 5j)	Students prepare an interview questionnaire.
Knowledge/Understanding Thinking/Inquiry Application/Communication	OS1.01 OS1.03 OL1.01 OL1.02	rubric for oral presentation. (Appendix 5i)	Students summarize and present their interview.
Knowledge/Understanding Thinking/Inquiry Application	WR1.02 GL1.03 REV.01 GL1.04 RE1.03	paper and pencil test	Students complete a quiz on the present tense of regular and irregular verbs.

Accommodations

- Consult student's IEP.
- Prepare questions for questionnaire for weaker students.

Resources

Print

Bozzo, G. *Parole nel contesto*. Montreal: Eder & Eden, 1996, pp. 20-21.

Danesi, Marcel. *Adesso 2nd ed.* Boston: Heinle and Heinle Publishers, 1997. (text, audiotapes, quaderno)

Idee pratiche per lezioni d'italiano. St. Paul: EMC Publishing, 1994, pp. 111, 112.

Technological
Moro, Anna L. and Samuel D. Cioran. *Incontri a Roma*. Hamilton: McMaster University Press, 1997, (pp. 104-105) (script).

Activity 3: Celebriamo gli anziani

Time: 150 minutes

Description

Students consolidate the importance of the extended family of Unit Two by celebrating the senior members of their community through the study of a beautiful song, "*I Vecchi*". They become acquainted with Italian prepositions and prepositional phrases (prepositions and definite articles) and use this skill to complete the lyrics for "*I Vecchi*", a song by Claudio Baglioni. The students read his brief biography.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations
CGE6a - relates to family members in a loving, compassionate, and respectful manner;
CGE6c - values and honours the important role of the family in society;

Strand(s): Oral Communication, Reading Writing

Overall Expectations
OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations
OL1.01 - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - use visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
RE1.01 - read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);
RE1.02 - read aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.03 - use visual cues (e.g., illustrations, punctuation) and verbal cues (e.g., word endings, sentence structure, context) to determine the meaning of texts in print and other media (e.g., magazines, newspaper articles, texts on CD-ROMs and the Internet);
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.02 - write a variety of questions and answers;
GL1.02 - Prepositions: prepositional phrases (e.g., into the room, in the room, at the dentist, to the bank).

Planning Notes

The teacher:

- gathers all resources needed;
- prepares handout of song "*I Vecchi*" with prepositional phrases and simple prepositions missing;
- prepares handout on Italian artist, Claudio Baglioni;

- prepares reference handout on prepositions (see Resources).

The *Manuale Per l'Uso Della Musica Contemporanea Italiana Nell'Insegnamento Della Lingua Italiana All'Estero* has secured copyrights for its songs. *I Vecchi* is a song included in this manual. Therefore, no other copyright is necessary.

Prior Knowledge Required

- the definite articles
- nouns and gender

Teaching/Learning Strategies

1. Whole Class: The teacher introduces the simple prepositions using a puppet show. Students follow on their reference sheet (*Idee pratiche*, p. 116).
2. Group: In groups of four, students read an article from *Famiglia Cristiana* from which prepositions and prepositional contractions have been deleted. They use the information in context to infer the missing word(s).
3. Whole Class: The teacher summarizes the prepositional contractions in chart form.
4. Whole Class: The teacher introduces Claudio Baglioni by showing a brief video clip of San Remo or a concert and hands out a biography of Baglioni ensuring that difficult words are explained (Manuela D'Onofrio).
5. Individual: Students listen to song *I Vecchi* and fill in the prepositional phrases that are omitted on sheet.
6. Whole Class: The teacher takes up answers on overhead having students pronounce correctly the prepositional phrases.
7. Group: In groups of four, students write another verse to the song *I Vecchi*. They present this verse to the class.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/Understanding Thinking/Inquiry Application	WR1.02 WR1.04 RE1.01 GL1.02	peer conferencing	Students predict missing prepositions and prepositional contractions.
Knowledge/Understanding Thinking/Inquiry Application	GL1.02 RE1.01 OL1.02 WR1.02 OLV.01 OS1.01 RE1.03	observation	Students listen to song *I Vecchi* and complete song lyrics.
Thinking/Inquiry Application Communication	WRV.01 WR1.03 WR1.04 GL1.02	teacher-conferencing	Students write a new verse to song *I Vecchi.*

Accomodations

- Students work in pairs to complete their *alfabetiere*
- Students can listen to song more often.

Resources

Print

Danesi, Marcel. *Adesso 2nd ed.* Boston: Heinle and Heinle Publishers, 1997. (text, audiotapes, quaderno)

D'Onofrio, Michela, Ph.d. *Manuale per l'uso della Musica Contemporanea Italiana Nell'Insegnamento della Lingua Italiana All'Estero.* Roma: Edizioni Musicali, 1988,

(pp. 1, 14, 45-48)

Federici, Carla and Carla Larese Riga. *Ciao 2nd ed.* Montreal: Holt, Rinehart & Winston Inc., 1990. (text, audiotapes, quaderno)

Idee pratiche per lezioni d'italiano. St. Paul, Minnesota: EMC Publishing, 1994, p. 116.

Magazines

Famiglia Cristiana

Activity 4: Leggiamo della Galleria degli Uffizi

Time: 100 minutes

Description

Students read a brief reading based on the theme of the *Galleria degli Uffizi*. This serves as a brief introduction to their next activity, *La Galleria Poetica*. Students travel to the *Galleria degli Uffizi* via Internet and take a simulated walk through the museum.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;
CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media technology and information systems to enhance the quality of life;
CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

OL1.01 - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.03 - identify features of the culture of countries where the language is spoken (e.g., holidays and cultural events);
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.04 - apply knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentations);

RE1.02 - read aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.03 - use visual cues (e.g., illustrations, punctuation) and verbal cues (e.g., word endings, sentence structure, context) to determine the meaning of texts in print and other media (e.g., magazines, newspaper articles, texts on CD-ROMs and the Internet);
RE1.04 - respond to what they read in a variety of ways (e.g., retell stories);
RE1.05 - identify features of the culture of countries where the language under study is spoken (e.g., festivals, historical sites);
WR1.02 - write a variety of questions and answers;
WR1.05 - apply knowledge of the culture of countries where the language under study is spoken in various activities, using both print and electronic resources (e.g., communicate with a pen or key pal in another country);
GL1.08 - Syntax: word order in simple sentences, positive, interrogative, negative – word order in complex and compound sentences – gender and number agreement.

Planning Notes

The teacher:

- chooses appropriate activities to serve as introduction to the reading on the Uffizi Gallery;
- time in lab/resource center/classroom for the Gallery walk;
- gathers all resources needed (samples of Michelangelo's and Da Vinci's works of art) (e.g., The Last Supper, The Pietà, The Mona Lisa);
- exhibits/displays the copies in the classroom.

Prior Knowledge Required

- word order in complex or simple sentences

Teaching/Learning Strategies

1. Whole Class: The teacher displays copies of works of art by Michelangelo and Da Vinci in classroom and talks briefly about these two artists.
2. Whole Class: The teacher takes students on a simulated tour in the Uffizi Gallery. Students note names of works of art and other information available on the three web sites in the resource list.
3. Whole Class: Students read *Alla Galleria Degli Uffizi* in *Dialoghi simpatici*. The teacher asks questions for comprehension.
4. Pair: With their partners, students respond orally to comprehension questions based on the reading. The teacher checks answers.
5. Individual: Students respond to word study questions based on the reading. Teacher has answers placed on the board and students correct work.
6. Group: In groups of six, students use the skit, *Alla Galleria Degli Uffizi* as a model and add to the dialogue by including information they have learned in their tour of the Uffizi.
7. Group: Students present their memorized dialogue to the class.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/Understanding	OS1.01 RE1.01 RE1.02 RE1.03 RE1.04 RE1.05	observation	Students read Alla Galleria Degli Uffizi (Dialoghi simpatici).
Knowledge/Understanding Communication/Application	OL1.01 OL1.03 OS1.01 OS1.02	observation	Students respond orally to comprehension questions.
Application	RE1.01 RE1.03 WR1.02 WR1.05	observation	Students answer in writing to word/study questions.
Thinking/Inquiry	WR1.01 WR1.05	peer and teacher conferencing	Students add new scene to the dialogue.
Communication	OL1.01 OS1.01	rubric for oral presentation	Students present dialogue to class.

Accommodations

- Have weaker students read their part rather than memorize.
- Students can work in pairs for written answers.

Resources

Print

Graziano, Carlo. *Dialoghi simpatici*. Illinois: National Textbook Co., 1986.

Technological

www.yahoo.it.com

www.uffizi.firenze,it

Activity 5: Celebriamo i nostri talenti

Time: 300 minutes

Description

In this activity, students celebrate their own personal talents and those of their classmates. Students write about their talents and make a three-minute presentation to the class.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of gospel values;
CGE5c - develops one's God-given potential and makes a meaningful contribution to society;
CGE5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Strand(s): Oral Communication, Reading

Overall Expectations

OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

OL1.01 - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level
OL1.02 - use visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs)
OS1.01 - use standard pronunciation, intonation, and tones in Italian (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.03 - express opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on television shows)
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe their personal talent);
WR1.03 - write in different forms to express ideas and opinions, using a model (e.g., prepare a questionnaire);
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers).
GL1.07 - Adverbs: adverbs used to modify verbs (e.g., She drives quickly.) – adverbs used to modify adjectives (e.g., I am very happy.) – adverbs of time (e.g., yesterday, today, tomorrow) – formation of simple adverbs.

Planning Notes

The teacher:

- gathers all needed materials;
- prepares rubric for presentation.

Prior Knowledge Required

- formation of adjectives

Teaching/Learning Strategies

1. Whole Class: The teacher introduces the Italian adverb by illustrating its use in the closing salutations of several personal informal letters. The teacher shows an overhead to students of five letters written in Italian. They are asked to pronounce aloud the closing salutation (e.g., *affettuosamente, cordialmente*). The teacher explains that these are adverbs.
2. Whole Class: The teacher hands out list of regular adjectives (previously taught in Unit 2). Students convert these adjectives into the feminine form. They create a list of adverbs by adding – *mente* to each feminine adjective. Students practise these adverbs by putting them in complete sentences. Note: The teacher points out some exceptions (e.g., *facilmente, regolarmente*) and reviews the adverb, "*molto*".

3. Pair: Students compose a sentence based on an assigned adverb and image (possibly sourced from *A Picture is Worth a Thousand Words*).
4. Individual: Students complete paper and pencil exercise on adverb formation (*Parole nel contesto*, p. 79).
5. Whole Class: The teacher assigns activity: *I Miei Doni*. Students create a three minute presentation on their personal talents. The teacher distributes rubric for oral presentation. The presentations are to include:
   - the present of regular verbs (5 minimum);
   - all four irregular verbs learned in this unit (*sapere, fare, dare, andare*) (once each minimum);
   - all seven prepositions either as simple preposition or in preposition phrases;
   - a visual presentation If it is a musical talent, they can perform live or on videotape. If it is a talent which involves production of some artifact or other, they can bring this in and explain it.
6. Individual: Students present *I Miei Doni* either live or on video.
   Note: Students include the task in their Mass booklet.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/Understanding Application	WR1.01 GL1.07	observation	Student compose sentences with adverbs.
Application	GL1.07 OL1.01 WR1.01 OS1.01	cloze exercise	Students complete paper and pencil exercise on adverb formation.
Thinking/Inquiry Application Communication	WR1.01 WR1.03 WR1.04	rubric for written communication	Students prepare *I Miei Doni* (written component)
Thinking/Inquiry Application/Communication	OS1.01 OS1.02 OS1.03 OL1.01	rubric for oral communication	Students present *I Miei Doni*.

Accommodations

- The teacher could provide a sample presentation with words omitted of *I Miei Doni*.

Resources

Print

Bozzo, Giovanni. *Parole nel contesto*. Montreal: Eder & Eden, 1996, p.79.

Federici, Carla and Carla Riga. *Ciao 2nd ed.* Montreal: Holt, Rinehart & Winston Inc., 1990, p.107.

Mollica, Anthony. *A Picture is Worth a Thousand Words*. Welland: Editions Soleil Publishing, 1992.

Activity 6: Andiamo alla Galleria Poetica

Time: 120 minutes

Description

In this cross-curricular, collaborative activity, students create a five line poem, *una poesia in cinquina*, from images. These are the same images of the works of art of Michelangelo and Da Vinci which were prepared in Activity 4. Students travel around the gallery (classroom) and look to the images for poetic inspiration to compose poetry.

Strand(s) and Expectations

Ontario Catholic School Expectations

CGE5a - works effectively as an interdependent team member;
CGE5e - respects the rights, responsibilities, and contributions of self and others;
CGE5f -exercises Christian leadership in the achievement of individual and group goals;
CGE5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

OL1.01 - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OS1.01 - use standard pronunciation, intonation, and tones in Italian (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
RE1.01 - read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);
RE1.03 - use visual cues (e.g., word endings, sentence structure, context) to determine the meaning of texts in print and other media (e.g., magazines, newspaper articles, texts on CD-ROMs and the Internet);
RE1.05 - identify features of the culture of countries where the language under study is spoken (e.g., artists, museums);
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe a painting);
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers).

Planning Notes

The teacher:

- prepares classroom as an art gallery with images of Michelangelo's and Da Vinci's works of art;
- provides a sample *cinquina* to students;
- prepares necessary supplies;
- prepares information sheet on Michelangelo and Da Vinci.

Prior Knowledge Required

- basic understanding of noun, verb, adjective, synonym

Teaching/Learning Strategies

1. Whole Class: Teacher reinforces basic information on the two masters, Michelangelo and Da Vinci. This is supplementary to notes made by students in Activity 4.
2. Collaborative: All students tour the class and complete a "*poesia in cinquina*" under the prints of the artists' work. The procedure is as follows:
   A) Each "*cinquina*" consists of:
      (i) a noun
      (ii) two adjectives
      (iii) three conjugated verbs or infinitives
      (iv) four emotions evoked by the art work
      (v) a synonym of (i).
   B) Teacher provides five strips of construction paper. Student one writes a noun on first piece of paper and places it under the picture. He/she then moves to next image and contributes next line. Student two contributes two adjectives, then moves to next image.
   C) By the end of the activity, there will be a complete "*cinquina*" for each image. The student who complete the last line reads the whole *cinquina* to the class.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Application/Communication	WR1.04 OS1.01 RE1.05 OS1.02	checklist	Students create a five line poem and read it to class.

Accommodations

- Gifted students may be required to write an entire poem.

Resources

Technological

www.yahoo.it.com - (www.uffizi.firenze.it)

www.dictionary.com

Activity 7: Scopriamo la Liturgia Eucaristica

Time: 60 minutes

Description

This activity is the third in a series of practises for the final celebration of the Mass. Students learn the responses in Italian to the Liturgy of the Eucharist. They complete this section of their Mass booklet and the teacher chooses the students who are to perform their talent at the final Liturgical Celebration.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE1c - actively reflects on God's Word as communicated through the Hebrew and Christian scriptures;
CGE1d - develops attitudes and values founded in Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
CGEli - integrates faith with life;
CGE2a - listens actively and critically to understand and learn in light of gospel values;
CGE5a - works effectively as an interdependent team member.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

RE1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
RE1.01 - read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary;
RE1.02 - read aloud with expression, to further develop standard pronunciation, intonation, and tones;
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend).

Planning Notes

- The teacher provides next page of the Mass Booklet. (Appendix 3a)

Prior Knowledge Required

- the prior parts of the mass, namely the Introductory Rites and the Liturgy of the Word

Teaching/Learning Strategies

1. Whole Class: Students read aloud the Liturgy of the Eucharist section of the Liturgy.
2. Individual: Students complete the next page in their mass booklet by filling in their personal intentions and their personal talents (Appendix 3a).
3. Whole Class: The teacher corrects personal intentions for errors. The teacher assigns roles to various students for the talent presentation. Various students perform their talents.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/Understanding Application/Communication	RE1.01 RE1.02 WR1.01 OS1.01	observation	Students read the Liturgy of the Eucharist and fill in their personal *dono* information in Mass booklets.

Resources

La Sacra Bibbia. Edizione Ufficiale della Conferenza Episcopale Italiana. Milano: Edizioni San Paolo, 1985.

Appendix 3a

PREGHIERA DEI FEDELI (IN PIEDI)

Le mie intenzioni

Noi chiediamo l'aiuto di Dio.

Dopo ogni intenzione, noi rispondiamo:

Ascoltaci, o Signore.

LITURGIA EUCARISTICA
PREPARAZIONE E PRESENTAZION DEI DONI
(seduti)

Portiamo all'altare il pano e il vino.

Portiamo pure il dono di noi stessi alla celebrazione eucaristica.

Quando il Sacerdote presenta il pane, noi diciamo:

Benedetto nei secoli il Signore

Quando il Sacerdote presenta il vino, noi diciamo:

Benedetto nei secoli il Signore.

Il Sacerdote continua a benedire i doni.
Noi diciamo:

I miei doni

Il Signore riceva dalle tue mani questo sacrificio

a lode e gloria del suo nome,

per il bene nostro e di tutta la sua santa Chiesa.

Chiediamo a Dio di accogliere la nostra offerta piena d'amore.

Unit 4: Corpo, Anima, Mente

Time: 20 hours

Unit Description

"*Se c'è una cosa che è sacra, questa è il corpo umano*"

W. Whitman

In this unit, students examine health and food choices. They learn to appreciate and adopt a holistic approach to their mental, spiritual, and physical health. Students learn how to express quantity, and needs. They conduct a survey, create a poster, and devise a menu for a balanced and healthy lifestyle. Soccer is the cultural component of this unit and a variety of activities illustrate this sport's popularity in Italy. Students continue to prepare for the celebration of the Word and the rite of communion for the final celebration.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE1a, 1b, 1i, CGE2a, 2b, 2c, CGE3c, CGE4a, 4b, 4e, 4f, 4g, 4h, CGE5b, 5e, 5g.
Strand(s): Oral Communication, Reading, Writing
Overall Expectations: OSV.01, OLV.01, WRV.01, REV.01.
Specific Expectations: OS1.01, OS1.02, OS1.03, OS1.04, OL1.01, OL1.02, OL1.03, WR1.01, WR1.02, WR1.03, WR1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05.
Grammar and Language Knowledge: GL1.01, GL1.03, GL1.04, GL1.05, GL1.09, GL1.10.

Activity Titles (Time + Sequence)

Activity 1	Salute e sondaggio	150 minutes
Activity 2	Ricetta e quantità	120 minutes
Activity 3	Poster e consiglio	250 minutes
Activity 4	Pane e vino	200 minutes
Activity 5	Vita e benessere	180 minutes
Activity 6	Calcio e tifosità	240 minutes
Activity 7	Liturgia e comunione	60 minutes

Prior Knowledge Required

- vocabulary associated with friends, family, leisure and sports
- present tense of regular verbs in – *are, ere, ire*
- present tense of irregular verbs (*sapere, fare, andare, dare*)
- possessive adjectives
- simple prepositions
- prepositional contractions (e.g. *dal, nei, sullo*, etc.)
- descriptive adjectives
- colours
- gender of nouns, formation of plural, use of articles with nouns
- *mi piace, ti piace*
- conjunctions (*e, o, ma, però*)

- present tense of *essere/avere*
- word order in simple sentences, positive, interrogative, negative
- numbers 21 - 100

Unit Planning Notes

The teacher:

- refers to the resources listed;
- refers to *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999* to determine overall and specific expectations and establish the criteria for the assessment and evaluation of student learning;
- prepares necessary materials and evaluation tools prior to introducing the unit;
- ensures students have access to bilingual dictionary and necessary recipe magazines or books;
- invites a guest speaker to come to talk to the students about fitness and, particularly, soccer;

Teaching/Learning Strategies

- The teacher introduces unit inspirational quote and discusses Catholic and learning expectations of the unit. The teacher translates the quotation.
- The teacher provides students with an overview of activities and expectations.
- The following teaching/learning strategies are used: collaborative learning, brainstorming, cloze and computer exercises, poster creation, questioning, surveys, interviewing, oral presentations, reading passages related to food and soccer, composition writing, memorizing, response to reading, oral communication and researching recipes.

Assessment and Evaluation

Diagnostic, Formative Evaluation

- observation: formal and informal
- reflection: peer editing
- performance: oral presentations, formal written assignment, mini-projects
- tools: checklists, anecdotal notes, video/audio tapes, tests, quizzes (oral/written/reading), rubrics

Summative Evaluation

- performance assessments: written assignments/tests, oral presentations, interviews, paper and pencil assessments
- tools: rubrics, unit test, quizzes

Resources

Print

Bancheri, Salvatore and Michael Lettieri. *Lettura e conversazione*. Canada: University of Toronto Press, 1986.

Boni, A. *Italian Regional Cooking*. New York: Crescent Books, 1989.

Bozzo, Giovanni, *Parole nel contesto*. Montreal: Eder & Eden, 1996.

Briefel, Liliana. *Raccontini simpatici*. Illinois: National Textbook Company, 1997.

Danesi, Marcel. *Adesso 2nd ed*. Toronto: Heinle and Heinle Publishers, 1997. (text, audiotapes, workbook)

Federici, Carla and Carla Larese Riga. *Ciao 2nd ed*. U.S.A.: Holt, Rinehart & Winston Inc., 1990. (textbook, audiotapes, workbook)

Idee pratiche per le lezioni d'Italiano. St. Paul, Minnesota: EMC Publishing, 1994.

La Sacra Bibbia. Edizione Ufficiale della Conferenza Episcopale Italiana. Milano: Edizioni San Paolo, 1985.

Mollica, Anthony. *A te la scelta*. Libro Primo, Editions Soleil Publishing, 1992.

Merlonghi, Franca Celli, Ferdinando Merlonghi, Joseph A. Tursi, and Brian Rea O'Connor. *Oggi in Italia, 6th Ed.* U.S.A.: Houghton Mifflin Company, 1998.

Moro, Anna L. and Samuel D. Cioran. *Incontri a Roma*. Hamilton: McMaster University Press, 1997.

Magazines/Newspapers

A Tavola – Editing S.p.A., Via Pergolesi 27, 20124 Milano, Tel: 39-2-66980854, Fax: 66710350

Calcio 2000

Cioccolata & Co – Il Periodico Editore, Via Piasacane 16, 20129 Milano, Tel: 39-2-70100135, 70100140, Fax: 70102515

Corriere Canadese

Cucina Naturale – Zana Editori SRL, Via Emilia Ouest 954, 41100 Modena, Tel: 39-59-891700, Fax: 891661-891701

Cucina Salute – Techniche Nuove spa, Via Ciro Menotti 14, 20129 Milano, Tel: 39-2-7570325, Fax: 7570332

Gambero Rosso, Via Arenula 53, 00186 Roma, Tel: 39-6-6830071, Fax: 6877217

Guerino sportivo

Hurrà juventus

La Cucina Italiana – Ed. Quadratum Spa, Piazza Aspromonte 13/A, 20131 Milano, Tel: 39-2-706421, Fax: 70638544

La gazzetta dello sport

Pasta & C – Il Periodico Ed., Via A. Pisacane 16, 20129 Milano, Tel: 39-2-70100135, Fax: 70102517

Sale e Pepe – Arnaldo Mondadori Ed. S.P.A., 20090 Segrate, Milano, Tel: 39-2-75421, Fax: 75422615

Tutta Cucina – Arnaldo Mondadori Ed. S.P.A., 29909 Segrate, Milano, Tel: 39-2-75421, Fax: 75422302

Web Sites

http://adesso.heinle.com/ch2.html

http://adesso.heinle.com/ch10.html

http://adesso.heinle.com/ch17.html

www.bible.gospelcom.net/bible? - language = italiano

www.crs4.it/~riccardo/letteratura/bibbia/bibbia.html

www.cucina.italynet.com/artusi/default.htm

www.cucinait.com/home.asp

http://www.hc-sc.gc.ca/hppb/nutrition/pube/foodguid/index.html

http://www.iicto_ca.org

www.intratext.com/testi/NTPBibbia-it.txt/!indice.htm

http://italianculture.about.com

www.juventus.it

www.mangiarebene.com

www.newmedia.it/ricette

www.online.latina.it/rubriche/cucina/index.html

http://www.portal.ca/_McGowan
www.soccernet.com
www.sportsweb.com
www.sslaazio.it
www.yahoo.it.ca

Technological
CD ROM, *Italian for Everyone*, The Learning Company, Cambridge, MA, 1997
Marcellino Pane e Vino [Master Video Productions] by L. Vaida (Division of Radio City Film Exchange Ltd.)
Soccer Superstars 3D (Conrad Television Associates Ltd. 1990)

Community
Local Regional Community Cultural Centres (e.g., Centro Scuola)
Radio and T.V. Stations (e.g., CHIN International Radio and T.V. Station)
Istituto Italiano di Cultura, 496 Huron St., Toronto, Ontario, M5R 2R3, Tel: (416) 921-3802/-0499, Fax No. (416) 962-2503
Columbus Centre, 901 Lawrence Ave., W., Toronto, Ontario, (416) 789-7011

Activity 1: Salute e sondaggio

Time: 150 minutes

Description

In this activity, students research healthy and unhealthy food preferences. They expand vocabulary related to health and food by researching recipes, creating a survey, and conducting an interview.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations
CGE2b - reads, understands, and uses written materials effectively;
CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills;
CGE4h - participates in leisure and fitness activities for a balanced and healthy lifestyle;
CGE5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Strand(s): Oral Communication, Writing

Overall Expectations
OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations
OL1.01 - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OS1.01 - use standard pronunciation, intonation, and tones in Italian (for words and in phrases and sentences);

OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.03 - express opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on television shows);
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.02 - write a variety of questions and answers;
WR1.03 - write in different forms to express ideas and opinions, using a model (e.g., prepare a questionnaire);
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers);
GL1.09 - Vocabulary: words associated with food, leisure, shopping and advertisements, names of currency;
GL1.10 - Other elements: idiomatic expressions.

Planning Notes

The teacher:

- prepares pictures from resource book (*Idee pratiche*);
- provides food magazines for the students;
- photocopies the model survey (Appendix 4a) or creates his/her own.

Prior Knowledge Required

- word order in simple sentence, positive, interrogative, negative
- present tense of regular verbs in – *are, ere, ire*
- *mi piace/ti piace*

Teaching/Learning Strategies

1. Whole Class: The teacher introduces the vocabulary associated with food, leisure, and health through brainstorming activities and visual clues (*Idee pratiche* – pp. 36, 38-49).
2. Whole Class: The teacher reviews idiomatic expressions with "*avere*"
3. Pair: The teacher distributes an exercise in which students match the activity pictures with the correct idiomatic expression with the verb "to have" (such as in *Adesso*, text – p. 62).
4. Pair: Students read the model survey prepared by the teacher (Appendix 4a) which they complete as an oral drill.
5. Individual: Students research food preferences in the food magazines provided by the teacher. They create a survey about food preferences (healthy vs. unhealthy) consisting seven to eight questions incorporating idiomatic expressions with the verb "to have". The teacher evaluates final written draft.
6. Pair: Students interview one another and record their responses. The teacher evaluates the interview.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/Understanding Application	GL1.10	consolidation exercise	Students complete the matching exercise with idiomatic expressions. (*Adesso*, p. 62)
Communication Thinking/Inquiry	OL1.01 GL1.09 OS1.01 OS1.02 OS1.03	observation	Students complete the survey with partner.
Application Communication	OS1.01 WR1.01 OS1.02 WR1.02 OS1.03 WR1.03 OL1.01 WR1.04	rubrics for written and oral presentation (Appendices 5i and 5j)	Students interview one another using their surveys and record their responses. Teacher evaluates the final written copy and the interview.

Accommodations

- Consult students Annual and/or Individual Education Plans.
- Provide additional review of language structures previously studied.
- Increase/decrease the required elements for the written and oral component of the survey.
- Provide a list of questions to weaker students.

Resources

Print

Danesi, Marcel. *Adesso 2nd ed.* Toronto: Heinle and Heinle Publishers, 1997. (text, pp. 46, 47, 49, 55, 62 and audiotapes)

Idee pratiche per le lezioni d'Italiano. St. Paul, Minnesota: EMC Publishing, 1994. (pp. 36, 38-49)

Moro, Anna L. and Samuel D. Cioran. *Incontri a Roma.* Hamilton: McMaster University Press, 1997. (pp. 110-111)

Merlonghi, Franca Celli, Ferdinando Merlonghi, Joseph A. Tursi, and Brian Rea O'Connor. *Oggi in Italia, 6th Ed.* U.S.A.: Houghton Mifflin Company, 1998. (pp. 170, 302, 303)

Magazines

A Tavola – Editing S.p.A., Via Pergolesi 27, 20124 Milano, Tel: 39-2-66980854, Fax: 66710350

Cioccolata & Co – Il Periodico Editore, Via Piasacane 16, 20129 Milano, Tel: 39-2-70100135, 70100140, Fax: 70102515

Cucina Naturale – Zana Editori SRL, Via Emilia Ouest 954, 41100 Modena, Tel: 39-59-891700, Fax: 891661-891701

Cucina Salute – Techniche Nuove spa, Via Ciro Menotti 14, 20129 Milano, Tel: 39-2-7570325, Fax: 7570332

Gambero Rosso, Via Arenula 53, 00186 Roma, Tel: 39-6-6830071, Fax: 6877217

La Cucina Italiana – Ed. Quadratum Spa, Piazza Aspromonte 13/A, 20131 Milano, Tel: 39-2-706421, Fax: 70638544

Pasta & C – Il Periodico Ed., Via A. Pisacane 16, 20129 Milano, Tel: 39-2-70100135, Fax: 70102517

Sale e Pepe – Arnoldo Mondadori Ed. S.P.A., 20090 Segrate, Milano, Tel: 39-2-75421, Fax: 75422615

Tutta Cucina – Arnoldo Mondadori Ed. S.P.A., 29909 Segrate, Milano, Tel: 39-2-75421, Fax: 75422302

Technological

www.cucina.italynet.com/artusi/default.htm

www.cucinait.com/home.asp

www.mangiarebene.com

www.newmedia.it/ricette

www.online.latina.it/rubriche/cucina/index.html

Activity 2: Ricetta e quantità

Time: 120 minutes

Description

In this activity, students apply basic nutrition principles described in the Canada Food Guide to Italian recipes selected from a range of authentic culinary magazines. Students familiarize themselves with expressions of quantity and the partitive as they peruse recipes. They also plan a healthy and balanced menu for a soccer banquet.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;
CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;
CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;
CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
CGE4b - demonstrates flexibility and adaptability;
CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

OS1.01 - use standard pronunciation, intonation, and tones in Italian (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.03 - express opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on television shows);

RE1.01 - read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);
RE1.02 - read aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.03 - use visual cues (e.g., illustrations, punctuation) and verbal cues (e.g., word endings, sentence structure, context) to determine the meaning of texts in print and other media (e.g., magazines, newspaper articles, texts on CD-ROMs and the Internet);
RE1.04 - respond to what they read in a variety of ways (e.g., retell stories);
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.03 - write in different forms to express ideas and opinions, using a model (e.g., prepare a questionnaire);
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers);
GL1.01 - Nouns: use of the partitive with nouns (e.g., some vegetables, any hamburger);
GL1.05 - Adjectives: expressions of quantity.

Planning Notes

The teacher:

- provides copies of Italian cookbooks or food magazines;
- photocopies the cloze exercise on the vocabulary associated with recipes (Appendix 4b);
- makes a review handout on the prepositional contractions with di (Appendix 4c).

Prior Knowledge Required

- gender of nouns
- vocabulary related to food
- prepositional contractions

Teaching/Learning Strategies

1. Whole Class: The teacher provides a handout containing vocabulary items associated with food in recipes and in the Canada Food Guide(e.g., four food groups) and expressions of quantity.
2. Individual: Students complete a cloze paragraph as a review of vocabulary associated with cooking (Appendix 4b).
3. Whole Class: The teacher explains the use of the partitive article, formed by combining the preposition "*di*" with the definite article and reinforces it by means of a handout (Appendix 4c) (e.g., *di + il = del, di + lo = dello*, etc.).
4. Whole Class: The teacher provides magazines and explains that students are to find recipes and highlight any expressions of quantity or any use of the partitive in each recipe.
5. Individual: The students are to explain whether the recipe is healthy or unhealthy in a short oral presentation basing their observations on such criteria as too much salt, oil, sugar; inclusion of all four food groups; etc.
6. Group: In groups of three or four, students plan a well balanced menu for a soccer banquet. All ingredients must be listed under each dish. Students are to take into consideration all four food groups from the Canada Food Guide. The menu is to be decorated and submitted for evaluation.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/Understanding Communication	WR1.01 WR1.04 RE1.01 RE1.03 GL1.05	cloze exercise	Students complete a fill-in-the-blank exercise (Appendix 4b).
Thinking/Inquiry Application/Communication	RE1.01 OS1.02 RE1.02 OS1.03 RE1.04 OS1.01	rubric for oral presentation (Appendix 5i)	Students create a short oral presentation on a recipe.
Thinking/Inquiry Knowledge/Understanding Application	WR1.01 WR1.03 WR1.04 GL1.01	checklist	Students create a menu for a soccer banquet.

Accommodations

- Consult students IEP. (Individual Education Plan).
- Allow more time for completing handouts.
- Students can work in pairs to complete the oral presentation.

Resources

Print

Danesi, Marcel. *Adesso 2nd ed.* Boston: Heinle and Heinle Publishers, 1997. (text, audiotapes, workbook – pp. 254-255, 273)

Idee pratiche per lezioni d'Italiano. St. Paul, Minnesota: EMC Publishing, 1994. (p. 41)

Magazines

A Tavola – Editing S.p.A., Via Pergolesi 27, 20124 Milano, Tel: 39-2-66980854, Fax: 66710350

Cioccolata & Co – Il Periodico Editore, Via Piasacane 16, 20129 Milano, Tel: 39-2-70100135, 70100140, Fax: 70102515

Cucina Naturale – Zana Editori SRL, Via Emilia Ouest 954, 41100 Modena, Tel: 39-59-891700, Fax: 891661-891701

Cucina Salute – Techniche Nuove spa, Via Ciro Menotti 14, 20129 Milano, Tel: 39-2-7570325, Fax: 7570332

Gambero Rosso, Via Arenula 53, 00186 Roma, Tel: 39-6-6830071, Fax: 6877217

La Cucina Italiana – Ed. Quadratum Spa, Piazza Aspromonte 13/A, 20131 Milano, Tel: 39-2-706421, Fax: 70638544

Pasta & C – Il Periodico Ed., Via A. Pisacane 16, 20129 Milano, Tel: 39-2-70100135, Fax: 70102517

Sale e Pepe – Arnaldo Mondadori Ed. S.P.A., 20090 Segrate, Milano, Tel: 39-2-75421, Fax: 75422615

Tutta Cucina – Arnaldo Mondadori Ed. S.P.A., 29909 Segrate, Milano, Tel: 39-2-75421, Fax: 75422302

Technological
http://adesso.heinle.com/ch2.html
http://adesso.heinle.com/ch10.html
http://italianculture.about.com
http://www.hc-sc.gc.ca/hppb/nutrition/pube/foodguid/index.html

Activity 3: Poster e consiglio

Time: 250 minutes

Description

Students prepare a poster based on mental or spiritual well-being. They read a short story related to food, and answer questions to consolidate comprehension and oral skills.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations
CGE2b - reads, understands, and uses written materials effectively;
CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;
CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;
CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills;
CGE4g - examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes.

Specific Expectations
OL1.01 - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - use visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
RE1.01 - read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);
RE1.02 - read aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.03 - use visual cues (e.g., illustrations, punctuation) and verbal cues (e.g., word endings sentence structure, context) to determine the meaning of texts in print and other media (e.g.,magazines, newspaper articles, texts on CD-ROMs and the Internet);
RE1.04 - respond to what they read in a variety of ways (e.g., retell stories);

RE1.05 - identify features of the culture of countries where the language under study is spoken (e.g., festivals, historical sites);
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.02 - write a variety of questions and answers;
WR1.03 - write in different forms to express ideas and opinions, using a model (e.g., prepare a questionnaire);
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers);
GL1.04 - Verbs: present tense of modal verbs (e.g., *dovere, volere, potere*) and irregular verbs (*stare*) and simple commands.

Planning Notes

The teacher:

- prepares all supplies needed;
- refers to the resources listed;
- prepares activity and verb sheets;
- prepares reference handout on verbs;
- prepares posters on modal verbs;

Prior Knowledge Required

- syntax and word order in complex and compound sentences: affirmative and negative
- nouns, adjectives and articles
- verb conjugation and agreement in gender and number – *are, ere, ire* verbs

Teaching/Learning Strategies

1. Whole Class: The teacher reviews modal verbs. Students keep these verbs accessible to them in preparation for the writing of a poster (*Adesso*, text – pp. 95, 123, 133 and *Ciao*, text – p. 112).
2. Individual: Students complete an exercise handout to practise modal verbs (See Appendix 4d). The teacher collects the exercise from each student.
3. Whole Class: The teacher chooses students to read parts of the story "*La Pubblicità*" (*Raccontini simpatici*, p. 3). The whole class discusses the meaning of the reading and participates in the "conversation stimulus" (*Raccontini simpatici*, p. 5).
4. Individual: Students complete all the assigned activities from *Raccontini simpatici* (pp. 4, 5, 48, 49, 50).
5. Whole Class: The teacher corrects the answers with the class once all the activities have been completed.
6. Small Groups: Students work collaboratively in groups of three to create a poster. The poster is based on mental/spiritual or physical health. The poster is to incorporate the newly acquired concepts/vocabulary. It should include modal verbs (e.g., "*Se volete essere in forma, dovete mangiare senza sale.*")
7. Small Groups: The students present their posters in class. Each poster could be laminated and displayed in the classroom or throughout the school.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/Understanding Communication Application	OS1.01 OS1.02	observation	Students complete an exercise handout and correct the answers in class. (Appendix 4b)
Knowledge/Understanding Communication Application	OL1.01 RE1.01 OS1.01 RE1.02 OS1.02 RE1.04 OS1.03 RE1.05 WR1.01 WR1.02 WR1.04	observation	Students complete activities based on the reading.
Thinking/Inquiry Application Communication	WR1.01 OL1.02 WR1.02 OS1.01 WR1.03 OS1.02 WR1.04 OS1.03 RE1.03	checklist	Students create a poster and present to the class.
Knowledge/Understanding Thinking/Inquiry Application	WR1.01 GL1.04	quiz	Students complete an exercise on the modal verbs (Appendix 4d).

Accommodations

- Consult students Annual and/or Individual Education Plan.
- Increase/decrease elements required for comprehension activities.

Resources

Print

Bozzo, Giovanni, *Parole nel contesto*. Montreal: Eder & Eden, 1996.

Briefel, Liliana. *Raccontini simpatici*. Illinois: National Textbook Company, 1997.

Danesi, Marcel. *Adesso 2nd ed.* Boston: Heinle and Heinle Publishers, 1997. (text, audiotapes, quaderno – text pp. 95, 123, 133)

Federici, Carla and Carla Larese Riga. *Ciao 2nd ed.* Montreal: Holt, Rinehart & Winston Inc., 1990. (textbook, audiotapes, quaderno – text p. 112)

Merlonghi, Franca Celli, Ferdinando Merlonghi, Joseph A. Tursi, and Brian Rea O'Connor. *Oggi in Italia, 6th Ed.* U.S.A.: Houghton Mifflin Company, 1998. (pp. 184-186)

Activity 4: Pane e vino

Time: 180 minutes

Description

Students view a film with the theme of family and love, *Marcellino, Pane e Vino*. They also complete an information sheet based on the film and create a new scene between Marcellino and his mother.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE1a - illustrates a basic understanding of the saving story of our Christian faith;
CGE2a - listens actively and critically to understand and learn in light of gospel values.

Strand(s): Oral Communication, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level.

Specific Expectations

OSL1.01 - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OS1.01 - use standard pronunciation, intonation, and tones in Italian (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.03 - express opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on television shows);
RE1.03 - use visual cues (e.g., illustrations, punctuation) and verbal cues (e.g., word endings, sentence structure, context) to determine the meaning of texts in print and other media (e.g., magazines, newspaper articles, texts on CD-ROMs and the Internet);
RE1.05 - identify features of the culture of countries where the language under study is spoken (e.g., festivals, historical sites);
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe their personal talent);
WR1.02 - write a variety of questions and answers;
WR1.03 - write in different forms to express ideas and opinions, using a model (e.g., prepare a questionnaire);
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers).

Grammar and Language Knowledge

GL1.03 - Pronouns: -direct object pronouns.

Planning Notes

The teacher:

- ensures a copy of the video *Marcellino, Pane e Vino*;
- provides students get a brief introduction to the video;
- prepares a worksheet to be filled in during the movie or uses Appendix 4e;
- prepares all the necessary activities related to direct object pronouns.

Prior Knowledge Required

- verbs – present tense of regular and irregular verbs
- syntax – word order in simple sentences, positive and negative
- gender and number agreement
- pronouns – subject pronouns, singular and plural
- use of articles with nouns, gender of nouns

Teaching/Learning Strategies

1. Whole Class: The teacher introduces the movie *Marcellino, Pane e Vino* (the movie is 132 minutes in length). The students respond to questions provided in the Appendix.
2. Whole Class: The teacher explains that the students will create a new scene between Marcellino and his mother once the new grammatical concept has been learned.
3. Small Groups: Each student in the group is given a written part of a sentence and assigned a grammatical function (e.g., subject, verb, direct object).

Example 1:

Marcellino	*coccolano*	i frati
Student 1 (direct object)	Student 2 (verb)	Student 3 (subject)

Example 2: Marcellino vede una bella donna.

vede	*Marcellino*	*una bella donna*
Student 1	Student 2	Student 3

They are to put the sentence in order by holding up their written part of speech and standing physically in logical order.

Example 1:

i frati	*coccolano*	*Marcellino*
Student 3	Student 2	Student 1

Example 2:

Marcellino	*vede*	*una bella donna*
Student 2	Student 1	Student 3

4. Whole Class: The teacher picks the student holding the direct object and changes it into a direct object pronoun. The student is placed in the correct order.

Example 1: *Marcellino* – taken away
Student 1

Replaced by *lo*
Student 1

Standing position: *I frati* *lo* *coccolano*
Student 3 Student 1 Student 2

Example 2: *una bella donna* - taken away
Student 3

Replaced by *la*
Student 1

Standing position *Marcellino* *la* *vede*
Student 2 Student 3 Student 1

5. Whole Class: The teacher then writes the given sentences on the board and explains the function of the direct object pronoun including examples from all six persons (*mi, ti, lo, la, la, l', ci, vi, li, le*)
6. Pairs: Teacher creates, and distributes a reference and activity sheet on direct object pronouns and the students complete it.

   e.g., *Lui paga il conto = Lui lo paga.*

7. Pairs: Students create the new scene between Marcellino and his mother. They should try to include as many direct object pronouns as possible (especially *mi, ti*).
8. Pairs: Students present the scene to the class.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Thinking/Inquiry Communication Application	WR1.02 OL1.03 WR1.03 RE1.05	observation	Students complete the worksheet based on the film *Marellino, Pane e Vino* (Appendix 4e).
Knowledge/Understanding Application	GL1.03	paper and pencil activity	Students complete an activity sheet on direct object pronouns.
Thinking/Inquiry Knowledge/Understanding Application	WR1.01 WR1.02 WR1.03 WR1.04	rubric for written activity (Appendix 5j)	Students create new scene to the film, *Marcellino, Pane e Vino.*

Knowledge/Understanding Communication Application	OL1.01 OS1.01 OS1.02 OS1.03	rubric for oral presentation (Appendix 5i)	Students present new scene.

Accommodations

- Consult student's IEP.
- Allow more time for the paper and pencil activity and quiz.
- Allow students to view film a second time.

Resources

Print

Bozzo, Giovanni, *Parole nel contesto*. Montreal: Eder & Eden, 1996. (p. 86-87)

Danesi, Marcel. *Adesso 2nd ed.* Boston: Heinle and Heinle Publishers, 1997. (text – p. 288)

Federici, Carla and Carla Larese Riga. *Ciao 2nd ed.* U.S.A.: Holt, Rinehart & Winston Inc., 1990. (text, quaderno and audiotapes – text - pp. 170-171)

Merlonghi, Franca Celli, Ferdinando Merlonghi, Joseph A. Tursi, and Brian Rea O'Connor. *Oggi in Italia, 6th Ed.* U.S.A.: Houghton Mifflin Company, 1998. (text and quaderno – pp. 189-192)

Technological

Marcellino, Pane e Vino [Master Video Productions] by L. Vaida (Division of Radio City Film Exchange Ltd.)

Web Site

http://adesso.heinle.com/ch17/html

Note: Teachers must acquire public performance rights prior to having students view this film.

Activity 5: Vita e benessere

Time: 200 minutes

Description

In this activity, students write a poem or song for a balanced and healthy lifestyle to motivate overall spiritual, mental and physical well-being. Four students present their songs/poems at the final liturgical celebration.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE1i - integrates faith with life;
CGE2b - reads, understands, and uses written materials effectively;
CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;
CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;
CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
CGE4e - sets appropriate goals and priorities in school, work and personal life;
CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE4g - examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
CGE4h - participates in leisure and fitness activities for a balanced and healthy lifestyle;
CGE5e - respects the rights, responsibilities and contributions of self and others.

Strand(s): Reading, Writing

Overall Expectations
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level.

Specific Expectations
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.03 - express opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on television shows);
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.03 - write in different forms to express ideas and opinions, using a model (e.g., prepare a questionnaire);
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers);
GL1.01 - Nouns: use of the partitive with nouns (e.g., some vegetables, any hamburger);
GL1.04 - Verbs: present tense, regular verbs, and frequently used irregular verbs (e.g., to be, to have, to want, to go) – verbs in simple negative constructions – modal verbs (e.g., can, must, want);
GL1.05 - Adjectives: expressions of quantity;
GL1.08 - Syntax: word order in simple sentences, positive, interrogative, negative – word order in complex and compound sentences – gender and number agreement;
GL1.09 - Vocabulary: words associated with the family, food, leisure, friends;
GL1.10 - Other elements: idiomatic expressions – essential characteristics of the writing system, as required.

Planning Notes

The teacher:

- prepares all the necessary resources;
- chooses activities from the text to review modal verbs, *stare*, simple commands, idiomatic expressions, expressions of quantity and the partitive;
- distributes checklist for song/poem.

Prior Knowledge Required

- All grammar and language knowledge previously studied.

Teaching/Learning Strategies

1. Whole Class: The teacher writes five words on the board associated with physical, mental and/or spiritual, health (e.g., *la felicità, la generosità, amare, lo sci, correre*).
2. Individual: Students add one more word to the board associated with physical, spiritual, and mental well-being.
3. Individual: The teacher explains the culminating activity. Each student writes a poem or a song about happiness using vocabulary and grammatical concepts learned to this point. The song/poem must be 10-15 lines in length (e.g., The song could be created using a familiar melody.)
4. Individual: Students prepare the songs/poems in class. Students decorate and submit the songs/poems to the teacher. Each student presents his/her song/poem in front of the class. The songs/poems are displayed in the classroom. Each student includes the song/poem in his/her own mass booklet for the final liturgical celebration. (Appendix 4h).

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Thinking/Inquiry Application	WR1.01 WR1.03 WR1.04 GL1.01 GL1.08 GL1.04 GL1.09 GL1.05 GL1.01	checklist	Each student creates a song or poem about happiness.
Knowledge/Understanding Communication	OS1.01 OS1.02 OS1.03 GL1.01 GL1.08 GL1.04 GL1.09 GL1.05 GL1.10	rubric for oral presentation	Each student presents his/her song or poem to the class.

Accommodations

- Consult students IEP.
- Use peer/teacher editing of the students work.

Resources

Print

Il nuovo dizionario inglese garzanti. Italy: Redazioni Garzanti, 1986.

Activity 6: Calcio e tifosità

Time: 240 minutes

Description

In this activity, students read about the popularity of soccer in Italy and view a documentary film based on famous soccer stars of many nationalities. They design and create a sports card as well as role-play a telephone conversation based on the theme of soccer.

Strand(s) and Expectations

Ontario Catholic School Expectations

CGE2b - reads, understands, and uses written materials effectively;
CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;
CGE4e - sets appropriate goals and priorities in school, work, and personal life.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

OL1.01 - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - use visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OL1.03 - identify features of the culture of countries where the language is spoken (e.g., holidays and cultural events);
OS1.01 - use standard pronunciation, intonation (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.04 - apply knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentations);
RE1.01 - read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);
RE1.02 - read aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.03 - use visual cues (e.g., word endings, sentence structure, context) to determine the meaning of texts in print and other media (e.g., magazines, newspaper articles, texts on CD-ROMs and the Internet);
RE1.04 - respond to what they read in a variety of ways (e.g., retell stories);
RE1.05 - identify features of the culture of countries where the language under study is spoken (e.g., artists, museums);
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe a painting);
WR1.02 - write a variety of questions and answers;
WR1.03 - write in different forms to express ideas and opinions, using a model (e.g., prepare a questionnaire);
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers);

WR1.05 - apply knowledge of the culture of countries where the language under study is spoken in various activities, using both print and electronic resources (e.g., communicate with a pen or key pal in another country);
GL1.01 – Nouns: use of articles with nouns –use of the partitive with nouns (e.g., some vegetables, any hamburger);
GL1.03 - Pronouns: direct object pronouns (e.g., me, him);
GL1.04 - Verbs: present tense, regular verbs, and frequently used irregular verbs (e.g., to be, to have, to want, to go) – verbs in simple negative constructions – modal verbs (e.g., can, must, want);
GL1.05 - Adjectives: expressions of quantity;
GL1.09 - Vocabulary: words associated with the family, food, leisure, friends, and sports;
GL1.10 - Other elements: idiomatic expressions – essential characteristics of the writing system, as required.

Planning Notes

The teacher:

- secures public viewing rights for the video *Soccer Superstars 3D*;
- photocopies the exercise based on the documentary (Appendix 4f);
- finds/prepares short reading passage to introduce soccer;
- arranges for a guest speaker;
- finds samples of soccer cards;
- chooses appropriate web sites related to soccer;
- reserves the computer lab/resource center/classroom to do research on the Internet.

Prior Knowledge Required

- all of the grammar components learned thus far

Teaching/Learning Strategies

1. Whole Class: The teacher provides background reading based on soccer (e.g., *Oggi in Italia* - p. 279, *Adesso* – p. 445). Students read the passage and respond orally to comprehension questions.
2. Whole Class: The teacher initiates brainstorming with the class by putting two words related to soccer on the blackboard (e.g., *il calcio/le pantofole di calcio*). Students are asked to add additional words related to this topic. Accommodation for non-Italophones – teacher may have a brainstorming activity already prepared using the vocabulary related to soccer.
3. Pairs: (role-playing) – Students role-play the following scenario: One student has two tickets to next Wednesday's soccer game but other commitments prevent him/her attending this game. This student telephones a friend and offers the tickets to him/her. The student explains why he/she cannot go to the game. The skit is memorized and presented to the class (*Oggi in Italia*, p. 279)
4. Whole Class/Individual: The teacher shows the soccer video to the class. Students complete the information sheet as they view the documentary video (Appendix 4f). The answers are corrected after viewing of the video.
5. Whole Class: A guest speaker is invited to make a presentation on the sport of soccer.
6. Individual: The teacher provides the class with a list of soccer web sites and a list of soccer stars. Teacher shows examples of authentic soccer cards, if possible. The students research one soccer star and create a soccer card (Appendix 4g).

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/Understanding	OS1.01 E1.03 OL1.02 RE1.04 RE1.01 RE1.05 RE1.02	checklist observation	Students read short passages on soccer and sports and respond to comprehension questions.
Communication Application	OL1.01 OS1.01	observation	Role-playing in dialogue/skit format.
Knowledge/Understanding Thinking/Inquiry Application Communication	WR1.04 OL1.02 OL1.03	observation	Students complete the information sheet as they view the soccer video (Appendix 4f).
Thinking/Inquiry Application Communication	WR1.01 WR1.04 WR1.02 WR1.05 RE1.03	rubric for written component (Appendix 5j)	Creation of Soccer Card (written component) (Appendix 4g).
Thinking/Inquiry Application Communication	OL1.02 OS1.04 OS1.01 OS1.02	rubric for oral communication (Appendix 5i)	Soccer Card (oral component).
Knowledge/Understanding Thinking/Inquiry Communication Application	WR1.01 GL1.04 WR1.02 GL1.05 WR1.03 GL1.09 GL1.01 GL1.10 GL1.03	unit test (teacher-created)	Students complete activities based on newly acquired vocabulary, grammar and language structures.

Accommodations

- Consult students IEP.
- Increase the amount of time for the final product.

Resources

Print

Danesi, Marcel. *Adesso 2nd ed.* Boston: Heinle and Heinle Publishers, 1997. (p. 45)

Federici, Carla and Carla Larese Riga. *Ciao.* U.S.A.: Holt, Rinehart & Winston Inc., 1997.

Merlonghi, Franca Celli, Ferdinando Merlonghi, Joseph A. Tursi, and Brian Rea O'Connor. *Oggi in Italia, 6th* Ed. U.S.A.: Houghton Mifflin Company, 1998. (pp. 279-281 and p. 296)

Magazines/Newspapers
Guerino sportivo
Calcio 2000
Hurrà juventus
La gazzetta dello sport
Corriere canadese

Technological
www.yahoo.it.ca
http://adesso.heinle.com/ch17.html
www.juventus.it
www.sportsweb.com
www.sslazio.it
www.soccernet.com
Soccer Superstars 3D, Conrad Television Associates Ltd., 1990

Video
Note: teacher will secure public viewing rights for *Soccer Superstars 3D*

Community
Columbus Centre, 901 Lawrence Ave., W., Toronto, Ont., (416) 789-7011

Activity 7: Liturgia e comunione
Time: 60 minutes

Description
This activity is part of the preparation for the final liturgical celebration of the Word. Students continue to recite the responses in Italian to the celebration of the Word. They also learn the responses to the rite of communion. Teacher assigns four students to present their songs or poems (Activity 5) at the celebration. All students complete the next page of their mass booklet with their own song or poem.

Strand(s) and Expectations
Ontario Catholic School Graduate Expectations
CGE1a - illustrates a basic understanding of the saving story of our Christian faith;
CGE1b - participates in the sacramental life of the church and demonstrates an understanding of Centrality of the Eucharist to our Catholic story;
CGEli - integrates faith with life;
CGE2a - listens actively and critically to understand and learn in light of gospel values;
CGE5a - works effectively as an interdependent team member.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations
OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes.

Specific Expectations
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
RE1.01 - read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., *la liturgia eucaristica, le preghiere eucharistiche, I riti di comunione*);
RE1.02 - read aloud with expression, to further develop standard pronunciation, intonation, and tones.

Planning Notes

- The teacher finds copies of *La Santa Messa* and photocopies the next page of the mass booklet

Prior Knowledge Required

the prior parts of the mass

Teaching/Learning Strategies

1. Whole Class: Students continue to read aloud the celebration of the Word and the rite of communion from their own mass booklets.
2. Individual: Students complete the next page in the mass booklet (at the end of Unit 5). They include their song or poem in the booklet (Appendix 4h).
3. Whole Class: The teacher assigns roles to three or four students for their poem or song presentations during the final liturgical celebration. The teacher picks students on a voluntary basis (Activity 5).

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/Understanding Application/Communication	RE1.01 RE1.02 OS1.01	observation	Students read the celebration of the Word and the rite of communion.

Resources

Print
La Sacra Bibbia. Edizione Ufficiale della Conferenza Episcopale Italiana. Milano: Edizioni San Paolo, 1985.

Online Bibles
www.crs4.it/~riccardo/letteratura/bibbia/bibbia.html
www.bible.gospelcom.net/bible? - language = italiano
www.intratext.com/testi/NTPBibbia-it.txt/!indice.htm

Appendix 4a

Survey
Sondaggio sulla salute e l'alimentazione

Nome:_____

1. Che tipo di cucina preferisci?(messicana, cinese, ecc.)

2. Quale piatto tipico italiano mangi spesso?

3. Mangi la carne? Sì No
   Se sì, che tipo di carne mangi?

4. Quando hai sete/hai caldo/hai freddo, qual'è la tua bevanda preferita?

5. Alla fine del pranzo, preferisci mangiare

   ❑ la frutta

   ❑ il formaggio

   ❑ il dolce

   ❑ altro

Appendix 4b

Cloze Paragraph

Pasta al Dente

Metti le parole adatte negli spazi vuoti.

Minuti, grammi, due cucchiai, tre tazze, pentola, bolle

Metti _____ d'acqua in una _____ per fare bollire la pasta.

Aggiungi _____ di sale nell'acqua.

Quando l'acqua _____, metti 100 _____ di pasta nell'acqua.

Cucina la pasta per dodici _____. Poi scola l'acqua e metti il sugo desiderato sulla pasta.

Appendix 4c

Il Partitivo

The preposition ***di*** + **definite article** renders the idea of **some** or **any**. The structure is known as ***il partitivo.***

Examples:
Mangio ***dei piselli*** = ***di*** + ***i piselli*** = I'm eating **some peas**.

Voglio ***del formaggio*** = ***di*** + ***il formaggio*** = I want **some cheese**.

Chi vuole ***dello zucchero***? = ***di*** + ***lo zucchero*** = Who wants **some sugar**?

Ha ***dell'uva***? = ***di*** + ***l'uva*** = Do you have **any grapes**?

Ha ***delle mele?*** = ***di*** + ***le mele*** = Do you have **any apples**?

Compro ***della frutta*** = ***di*** + ***la frutta*** = I'm buying **some fruit**.

Chi vuole ***degli spinaci?*** = ***di*** + ***gli spinaci*** = Who wants **some spinach**?

Adesso tocca a te!

Usa il partitivo negli spazi vuoti.

Quando vado al supermercato, cerco di comprare _____ *carne,* _____

fagiolini, _____ *pere,* _____ *zafferano,* _____ *pesce,*

_____*spaghetti e* _____ *acqua minerale.*

Appendix 4d

I Verbi Modali

Formula frasi logiche con un soggetto dalla prima colonna, un verbo dalla seconda e una frase indipendente dall'ultima.

Alessandro	dovere	imparare il tedesco
Tu	volere	permettere a David di viaggiare
Le figlie	**non volere**	prendere una decisione
Noi	potere	chiedere un favore alla mamma
Il padre	non dovere	**passare le vacanze da solo**
Tu e Stefan	non potere	pagare la spesa

1. **Alessandro non vuole passare le vacanze da solo.**
2. _____
3. _____
4. _____
5. _____
6. _____

Appendix 4e

Marcellino Pane e Vino

A) Completa opportunamente le frasi seguenti.

1. Dopo la guerra, il castello diventa _____.
2. Marcellino è stato abandonato davanti alla _____ del convento.
3. Quanti frati ci sono nel convento? _____
4. Proverbio: "Chi muore, chi _____."
5. Il nuovo sindaco è una persona _____.
6. Descrivi Marcellino usando 2 o 3 aggettivi:

   _____
7. Con quale amico immaginario parla Marcellino? _____.
8. Cosa morde Marcellino? _____.
9. Marcellino porta il _____ e il _____ a Dio.
10. Dio porta Marcellino in _____ per vedere e essere con sua _____.

B) Rispondi alle domande usando delle frasi complete.

1. Che nome ha dato Dio a Marcellino?

   _____
2. Secondo Dio, come sono le mamme?

   _____

   _____
3. Marcellino, cosa vuole da Dio?

   _____
4. Qual'è il miracolo? _____

   _____

   _____

Appendix 4f

Il Calcio

Completa con le informazioni che trova nel video.

1. Scrivi 5 giocatori famosi menzionati nel video.
   (a) _____
   (b) _____
   (c) _____
   (d) _____
   (e) _____
2. La coppia mondiale nel 1990 ha avuto luogo in _____.
3. Jurgen Klinsmann – è (italiano, tedesco, inglese)
4. Gianluca Vialli – giocava per la squadra _____ a Genova.
5. Descrivi l'atmosfera ad una partita di calcio.
   _____

   _____

   _____
6. Ruud Gullit – ha dedicato il suo "European Soccer Award" a _____. E di nazionalità _____.
7. Roberto Baggio – le sue catteristiche _____ / _____
   – gioca adesso per _____ e
   – porta il numero _____.
8. Diego Maradona – ha giocato per la squadra di _____ in Italia.
   – ha portato il numero _____.
   – ha vinto la coppia mondiale nel _____ con la squadra di Argentina.
9. Scrivi 4 nomi di portieri (goaltenders) menzionati nel video.
   (a) _____
   (b) _____
   (c) _____
   (d) _____
10. La coppa mondiale vinta da:
    1986 ➡ _____
    1990 ➡ _____
    1994 ➡ _____
    1998 ➡ **La Francia**
    2002 ➡ _____
11. Quali sono i nomi dei calciatori famosi oggigiorno in Italia?
    (a) _____
    (b) _____
    (c) _____
    (d) _____

Appendix 4f

(Answer Key)

Il Calcio

Completa con le informazioni che trova nel video.

1. Scrivi 5 giocatori famosi menzionati nel video.
   (f) _____ **Walter Zenga**
   (g) _____ **Salvatore Schillaci**
   (h) _____ **Diego Maradona**
   (i) _____ **Roberto Baggio**
   (j) _____ **Gianluca Vialli**

2. La coppia mondiale nel 1990 ha avuto luogo in _____. (Italia)

3. Jurgen Klinsmann – è (italiano, **tedesco** inglese)

4. Gianluca Vialli – giocava per la squadra (**Sampdoria**) a Genova.

5. Descrivi l'atmosfera ad una partita di calcio.
   ifosità **agitazione** **orgoglio, superbia**
   _____
   allegria **eccitazione**
   _____
   tensione
   _____

6. Ruud Gullit – ha dedicato il suo "European Soccer Award" a
   Nelson Mandela **olandese**
   _____. È di nazionalità _____

7. Roberto Baggio – le sue catteristiche **veloce** _____ /
   abile
   _____
   – gioca adesso per **Inter Milan** _____ e
   – porta il numero **18** _____.
   Napoli

8. Diego Maradona – ha giocato per la squadra di _____ in Italia.

10

– ha portato il numero _____.

1986

– ha vinto la coppia mondiale nel _____ con la squadra di Argentina.

9. Scrivi 4 nomi di portieri (goaltenders) menzionati nel video.

(e) _____ **Peter Shilton – L'Inghilterra**
(f) _____ **Walter Zenga – L'Italia**
(g) _____ **Tony Meola – Gli Stati Uniti**
(h) _____ **Schumacher – La Germania**

10. La coppa mondiale vinta da:

1987 ➡ _____ **Il Messico**
1991 ➡ _____ **L'Italia**
1995 ➡ _____ **Gli Stati Uniti**
1998 ➡ **La Francia**
2002 ➡ _____ **Il Giappone**

11. Quali sono i nomi di alcuni calciatori famosi oggigiorno in Italia?

(a) _____ **Alex Del Piero**
(b) _____ **Filippo Inzaghi**
(c) _____ **Francesco Totti**
(d) _____ **Vincenzo Montella**

Appendix 4g

The Soccer Card

Nome:
Data di nascita:
Luogo di nascita:
Posizione:
Esordito (nella Serie A):
Reti:
Posizione:
Squadra:
Caratteristiche(fisiche e psicologiche):

photo

- "*Caratteristiche*" must be a paragraph consisting of 4-5 sentences.
- The rough draft is handed in to the teacher.
- A final copy is to be completed and submitted to the teacher.
- Students memorize the presentation and present their final written copies.

Choose a favorite soccer star, posssibly one of the following, and complete a detailed soccer card following the above format.

Christian Vieri
Roberto Baggio
Diego Maradona
Pele
Ronaldo
Michael Owen
Gabriel Battistuta
Alessandro Del Piero
Walter Zenga
Marco Van Basten
Salvatore "Toto" Schillaci
Edgar Davids
Gianluca Vialli
Ruud Gullit
Fabrizio Ravanelli
Marcelo Salas
Juan Zamorano

Appendix 4h

PREGHIERA EUCARISTICA (in piedi)

Cansone o poesia di felicità

Noi ringraziamo *Dio a questo punto* della Messa.

Quando il Sacerdote dice:

Rendiamo grazie al Signore, nostro Dio.

Noi diciamo:

È cosa buona e giusta.

Il Sacerdote prende il pane e il vino e ringrazia Dio.

Noi diciamo:

Santo, santo, santo il Signore Dio dell'universo.

I cieli e la terra sono pieni della tua gloria.

Osanna nell'alto dei cieli. Benedetto colui che

viene nel nome del Signore. Osanna nell'alto dei

cieli.

Il Sacerdote imita le azioni di Gesù all'Ultima Cena.

Prende il pane e lo benedice.

Dice: Prendete, e mangiatene tutti.

Prende il vino e lo benedice.

Dice: Prendete, e bevetene tutti.

Fate questo in memoria di me.

Il pane e il vino rappresentano Gesù, la nostra vita.

Appendix 4i

Il Sacerdote dice: Mistero della fede

Noi diciamo:

Annunziamo la tua morte, Signore,

proclamiamo la tua risurrezione,

nell'attesa della tua venuta.

Alla fine della preghiera eucaristica, il Sacerdote dice:

Per Cristo, con Cristo e in Cristo,

A te, Dio Padre onnipotente, nell'unità dello

Spirito Santo. Ogni onore e gloria per tutti i

secoli dei secoli.

Noi diciamo:

Amen.

Riti di Comunione (in piedi)

Noi diciamo:

Padre nostro, che sei nei cieli,

sia santificato il tuo nome,

venga il tuo regno, sia fatta la tua volontà

come in cielo così in terra.

Dacci oggi il nostro pane quotidiano,

e rimetti a noi i nostri debiti

come noi li rimettiamo ai nostri debitori,

Appendix 4j

e non ci indurre in tentazione,

ma liberaci dal male.

Ci offriamo la pace di Gesù.

Il Sacerdote dice:

La pace del Signore sia sempre con voi.

Noi diciamo:

E con il tuo spirito.

Il Sacerdote dice:

Scambiatevi un segno di pace.

Ci prepariamo per la Comunione, dicendo:

Agnello di Dio,

che togli i peccati del mondo, abbi pietà di noi.

Agnello di Dio,

che togli i peccati del mondo, abbi pietà di noi.

Agnello di Dio,

che togli i peccati del mondo, dona a noi la pace.

Ora è il momento in cui riceviamo la Comunione.

Quando arriviamo all'altare, il Sacerdote dice: Il Corpo di Cristo.

Noi diciamo:

Amen. (seduti)

Dopo che riceviamo il pane eucaristico, preghiamo.

Ascoltiamo Gesù che ci parla col cuore.

Unit 5: Serviamo la nostra comunità

Time: 30 hours

Unit Description

"Bisogna essere realisti. I fiori della fede e della pietà non spuntano nelle zone desertiche di una catechesi senza memoria. La cosa essenziale è che questi testi memorizzati siano al tempo stesso interiorizzati, compresi a poco a poco nella loro profondità, per diventare sorgente di vita cristiana personale e comunitaria."

Giovanni Paolo II Catechesi Tradendae n. 55

In this final unit, students look beyond their own lives and recognize the needs of others. They examine ways of making meaningful contributions to society. The activities provide opportunities for oral communication, reading, and writing, while focussing on the community at large. Students use interrogative expressions in Italian to ask questions effectively. They learn to express past experiences. Through reflective writing, collaborative activities, and community service, students examine their roles as Christian leaders. They dramatize Jesus' life in their own words and bring his good deeds to life through role-play. They unite in the final and culminating activity, the liturgical celebration.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE1b, 1d, 1f, 1i, CGE2a, 2b, 2c, CGE3d, CGE4a, 4b, 4c, 4f, CGE5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, CGE6e, CGE7j.
Strand(s): Oral Communication, Reading, Writing
Overall Expectations: OLV.01, OSV.01, REV.01, WRV.01.
Specific Expectations: OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, OS1.04, RE1.01, RE1.02, RE1.03, RE1.05, WR1.01, WR1.02, WR1.04, WR1.05.
Grammar and Language Knowledge: GL1.03, GL1.04, GL1.05, GL1.07, GL1.09.

Activity Titles (Time + Sequence)

Activity 1	Compilare	100 minutes
Activity 2	Comunicare	300 minutes
Activity 3	Creare	100 minutes
Activity 4	Conoscere	300 minutes
Activity 5	Comprendere	400 minutes
Activity 6	Continuare	300 minutes
Activity 7	Celebrare	300 minutes

Prior Knowledge Required

- articles with nouns
- present tense, regular verbs and some irregular verbs, including some frequently used irregular verbs
- subject pronouns, singular and plural
- common conjunctions
- word order in simple sentences – positive, interrogative, negative
- word order in complex and compound sentences

- gender and number agreement
- regular adjectives and irregular adjectives, including some frequently used irregular adjectives
- basic salutations

Unit Planning Notes

The teacher:

- gathers the resources listed;
- prepares materials required to complete the activities;
- makes the arrangements necessary for the activities (reserves time in the computer lab/library, calls retirement homes);
- refers to *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages* document.

Teaching/Learning Strategies

- The teacher introduces the unit with the selected quote and discusses the Catholic and learning expectations of the unit. To facilitate understanding of the quote, the teacher could paraphrase and present its cognates;
- The teacher gives students an overview of the unit's activities and culminating activity – the liturgical celebration;
- The teacher uses the following teaching/learning strategies throughout the unit: brainstorming, modelling, choral repetition, written reinforcement exercises, teacher-directed questions, journal writing, field trip, individual, group and class projects, oral presentations, independent reading, and role-play.

Assessment and Evaluation

Diagnostic, Formative Evaluation

- observation: formal and informal
- performance: peer-evaluation
- tools: checklists, marking schemes, rubrics, quizzes, CD ROM, magazine articles

Summative Evaluation

- tools: tests

Resources

Print

All'Avventura series: (i) *Destinazione Italia*. (2) *Avventure in Toscana*. (3) *Sulla strada del contrabbando*. (4) *Pericolo sulla costa amalfitana*. St. Paul, Minnesota: EMC Publishing, 1993.

Bozzo, Giovanni, *Parole nel contesto*. Montréal: Eder & Eden, 1996.

Celli Merlonghi, Franca et al. *Oggi in Italia 6th ed.* Boston: Houghton Mifflin Company, 1998. (text, workbook, and audiotape)

Danesi, Marcel. *Adesso! 2nd ed.* Toronto: Heinle and Heinle Publishers, 1997. (text, workbook, audio tape and web site: http://adesso.heinle.com)

Federici, Carla and Carla Larese Riga. *Ciao 2nd ed.* Toronto: Holt, Rinehart & Winston Inc., 1990. (text, workbook and audiotape)

Idee pratiche per lezioni d'italiano. St. Paul, Minnesota: EMC Publishing, 1994.

La vita di Gesù. Milano: Gruppo Editoriale Fabbri, 1981.

Mollica, Anthony. *A te la scelta*, Welland, Ontario: Éditions Soleil Publishing Inc., 1992.

Technology

Moro, Anna L. and Samuel D. Cioran. *Incontri a Roma*. Hamilton, Ontario: McMaster University Press, 1997. (workbook, audiotape, CD and software)

Web Sites

Online Bibles

www.crs4.it/~riccardo/letteratura/bibbia/bibbia.html

www.bible.gospelcom.net/bible? - language = italiano

www.intratext.com/testi/NTPBibbia-it.txt/!indice.htm

Community

- family members
- Roman Catholic priest
- Italian-speaking community volunteer
- members of Italian community centres and clubs
- Italian retirement homes in the community such as Villa Colombo in Toronto
- Roman Catholic churches within the community
- elementary schools where Italian is taught

Activity 1: Compilare

Time: 100 minutes

Description

Students learn about professions, trades, places, and transportation. They listen to Italian speakers to gain insights into the activity's theme. They create charts and complete a table summary related to the new vocabulary.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;
CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;
CGE5a - works effectively as an interdependent team member;
CGE5e - respects the rights, responsibilities, and contributions of self and others;
CGE5f - exercises Christian leadership in the achievement of individual and group goals;
CGE5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level;

Specific Expectations

OS1.01 - use standard pronunciation, intonation, and tones in Italian (for words and in phrases and sentences);
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.02 - write a variety of questions and answers;
GL1.09 - Vocabulary: words associated with professions, trades, places and transportation.

Planning Notes

The teacher:

- posts the unit quotation prominently;
- gathers images from various sources (magazines, calendars, commercially-made cards) to facilitate illustration of the new vocabulary;
- prepares and posts related vocabulary in three categories: Professions, Places, Means of Transportation (from sources provided);
- sets audiotapes to the appropriate exercises (see list of resources);
- prepares reinforcement exercises and quiz for the new vocabulary;
- makes sufficient copies for the students.

Prior Knowledge Required

- articles with nouns
- present tense, regular verbs and irregular verbs, including frequently used irregular verbs
- word order in simple sentences – positive, interrogative, negative

Teaching/Learning Strategies

1. Whole Class: Using images from various sources, the teacher presents vocabulary from the following three categories: Professions, Places, and Means of Transportation.
2. Pairs: Students collect and then organize images representing professions and trades on a chart. They label workplaces and the transportation. They then present the charts.
3. Whole Class: The teacher questions students on their understanding of the new vocabulary - "*Chi fa questo lavoro*?" (See Appendix 5a.) Students respond in complete sentences. Students then receive copies of the exercise which they complete for homework.
4. Whole Class: Students listen to an audiotape and identify various means of transportation and professions/trades. Also, students listen to, and read along with passages that focus on new vocabulary (see list of Resources).
5. Individual: Students complete a quiz on the new vocabulary (see Appendix 5b).

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/Understanding Communication	OS1.01 WR1.04	checklist	Students create and present charts with the new vocabulary.
Knowledge/Understanding Thinking/Inquiry Application	WR1.01 WR1.02	quiz	Students complete an assessment task on the vocabulary of the unit.

Accommodations

- Consult student's Individual Education Plan (IEP).
- Pair the stronger students with those experiencing difficulty.
- Provide more time for the quiz.

Resources

Print

Bozzo, Giovanni. *Parole nel contesto*. Montréal: Eder & Eden, 1996. (p. 66)

Celli Merlonghi, Franca et al. *Oggi in Italia 6th ed.* Boston: Houghton Mifflin Company, 1998. (text, workbook, and audiotape) (Professioni e mestieri: text, p. 376-378, workbook, p. 135, lab manual/audiotape, p. 245; Mezzi di trasporto: text, p. 425-427, workbook, p. 153, lab manual/audiotape, p. 251)

Danesi, Marcel. *Adesso! 2nd ed.* Toronto: Heinle and Heinle Publishers, 1997.

(text, workbook, and audiotape) (Professioni e mestieri: text, p. 199–200; Mezzi di trasporto: text, pp. 89-92, pp. 99-100)

Federici, Carla and Carla Larese Riga. *Ciao 2nd ed.* Toronto: Holt, Rinehart & Winston Inc., 1990. (text, workbook and audiotape) (Professioni e mestieri: text, p. 263-264, laboratory/audiotape, p. 207; Luoghi: text, pp. 15-16, laboratory/audiotape, p. 149; Mezzi di trasporto: text, pp. 282-283, laboratory/audiotape, pp. 211-212)

Idee pratiche per lezioni d'italiano. St. Paul, Minnesota: EMC Publishing, 1994.
(p. 16, p. 18, p. 70-71)

Web Site

http://adesso.heinle.com

Activity 2: Comunicare

Time: 300 minutes

Description

In this activity, students begin to express past actions orally and in writing, and, to this end, listen to native Italian speakers interacting in various contexts. Students reflect on their daily activities and express these in a writing journal.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;
CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;
CGE5a - works effectively as an interdependent team member;
CGE5e - respects the rights, responsibilities and contributions of self and others;
CGE5f - exercises Christian leadership in the achievement of individual and group goals;
CGE5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

OL1.01 - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - use visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OS1.01 - use standard pronunciation, intonation, and tones in Italian (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.03 - express opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on television shows);
RE1.01 - read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles)
RE1.02 - read aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.03 - use visual cues (e.g., illustrations, punctuation) and verbal cues (e.g., word endings, sentence structure, context) to determine the meaning of texts in print and other media (e.g., magazines, newspaper articles, texts on CD-ROMs and the Internet);
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.02 - write a variety of questions and answers;
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers);
GL1.04 - Verbs: present perfect tense;
GL1.07 - Adverbs: adverbs of time.

Planning Notes

The teacher:

- reserves computer lab/library time;
- makes copies of various autobiographical sketches;
- creates verb charts for the present perfect tense;
- produces reinforcement exercises and tests for students.

Prior Knowledge Required

- subject pronouns, singular and plural
- present tense of irregular verbs: *avere* and *essere*
- common conjunctions
- word order in simple sentences – positive, interrogative, negative
- word order in complex and compound sentences
- gender and number agreement

Teaching/Learning Strategies

1. Pairs: Students listen to various autobiographical sketches of Italian speakers on the CD- ROM program – *Incontri a Roma*. Students circle the verbs they believe to be in a past tense.
2. Whole Class: As part of the initial exposure to the present perfect tense, students share their responses from the previous task. The teacher writes them on the board and asks students to deduce the formation of the present perfect tense.
3. Whole Class: The teacher teaches the present perfect tense and the two auxiliary verbs used to form it: *avere* and *essere*. The teacher uses adverbs of time to illustrate the difference between the present tense and the present perfect tense.
4. Pairs: Students review the verbs which require the auxiliary verb, *essere*, in the present perfect tense by completing the acronym exercise: *RENATA E DAVIDE PREMUROSI* (see Appendices 5c and 5d). The first three pairs to correctly complete the acronym with verbs which take *essere* in the present perfect tense are declared winners and receive a small "prize".
5. Pairs: Students create and present a dialogue based on their volunteer work.
6. Whole Class: The teacher and students brainstorm reasons for keeping a journal. Teacher models a sample journal entry, providing copies for the students (see Appendix 5e).
7. Individual: Students keep a daily journal. The teacher provides questions and ideas for writing and responds to the journals on a weekly basis. The teacher provides daily class time (approximately 10 minutes) to write in journals.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/Understanding Application	OL1.02 RE1.01 RE1.02 RE1.03	CD-ROM	Students listen to autobiographical sketches of Italian speakers.
Knowledge/Understanding Communication Application	OL1.01 OL1.02 OS1.01 OS1.02 OS1.03	marking scheme	Students create and present a dialogue.
Knowledge/Understanding Application	WR1.02	tests (written and oral)	Students complete written assessment tasks on the present perfect tense.
Knowledge/Understanding Thinking/Inquiry Communication Application	WR1.01 WR1.04	rubric for written communication	Students write in their journals.

Accommodations

- Consult student's Individual Education Plan (IEP).
- Allow more time to complete tasks.
- Pair stronger students with those having more difficulty.
- Reduce/increase the length of the journal entries.

Resources

Print

Bozzo, Giovanni. *Parole nel contesto*. Montréal: Eder & Eden, 1996. (p. 55-60)

Celli Merlonghi, Franca et al. *Oggi in Italia 6th ed.* Boston: Houghton Mifflin Company, 1998. (text, workbook and audiotape) (text, pp. 135-144; workbook, pp. 53-55, pp. 56-58; lab manual/audiotape, pp. 208-209)

Danesi, Marcel. *Adesso! 2nd ed.* Toronto: Heinle and Heinle Publishers, 1997. (text, workbook and audiotape) (text, pp. 153-154, pp. 175-178)

Federici, Carla and Carla Larese Riga. *Ciao 2nd ed.* Toronto: Holt, Rinehart & Winston Inc., 1990. (text, workbook and audiotape) (text, pp. 126-133; workbook, pp. 37-40; laboratory/audiotape, pp. 175-178)

Idee pratiche per lezioni d'italiano. St. Paul, Minnesota: EMC Publishing, 1994. (pp. 117-118)

Technology

Moro, Anna L. and Samuel D. Cioran, *Incontri a Roma*. Hamilton, Ontario: McMaster University Press, 1997. (workbook, audiotape, CD and software)

Web Site

http://adesso.heinle.com

Activity 3: Creare

Time: 100 minutes

Description

Students create their own coats of arms depicting their involvement in community service. Students practise the use of the present perfect tense. At the end of the activity, students assemble their coats of arms on one large banner representing the community service of the entire class.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded in Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;
CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;
CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
CGE5a - works effectively as an interdependent team member;
CGE5b - thinks critically about the meaning and purpose of work;
CGE5c - develops one's God-given potential and makes a meaningful contribution to society;
CGE5d - finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
CGE5e - respects the rights, responsibilities, and contributions of self and others;
CGE5f - exercises Christian leadership in the achievement of individual and group goals;
CGE5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
CGE5h - applies for employability, self-employment and entrepreneurship relative to Christian vocation;
CGE6e - ministers to the family, school, parish, and wider community through service;
CGE7j - contributes to the common good.

Strand(s): Oral Communication, Reading Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

OL1.01 - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - use visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
RE1.02 - read aloud with expression, to further develop standard pronunciation, intonation, and tones;
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers).

Grammar and Language Knowledge: No new structures formally introduced.

Planning Notes

The teacher:

- gathers samples of coats of arms (individual, academic, institutional);
- gathers necessary materials.

Prior Knowledge Required

- vocabulary associated with professions, trades and places
- present perfect tense
- adverbs of time
- word order in simple sentences
- word order in complex and compound sentences
- gender and number agreement

Teaching/Learning Strategies

1. Whole Class: The teacher and students discuss the importance of volunteering within the community. Students share their own experiences of volunteer work.
2. Individual: Students create their own simplified coats of arms depicting their volunteer work in the community. The coats of arms includes a diagram and responses to the following questions:

   Dove hai fatto il volontariato nella comunità?
   Perché hai scelto questo servizio?
   Cosa hai imparato nel corso del tuo lavoro? (see Appendix 5f)

3. Whole Class: Students present their coats of arms to the rest of the class. The teacher and students assemble all the coats of arms together on a banner entitled: *La nostra comunità volontaria* to be used for display at the liturgical celebration at the end of the unit. Students also learn the concluding rite and complete *Il mio lavoro comunitario* in the mass booklet (see Appendix 5g).
4. Whole Class: The teacher invites an Italian-speaking guest from the community with experience in volunteer work to talk to the students about his/her experiences. Students share their coats of arms with the guest speaker.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/Understanding Thinking/Inquiry Communication Application	OL1.01 OL1.02 OS1.01 OS1.02 RE1.02 WR1.01 WR1.04	marking scheme Appendix 5f	Students create and present coats of arms representing their community service.

Resources

Community
Italian-speaking community volunteer

Activity 4: Conoscere

Time: 300 minutes

Description

Students interview Italian-speaking elderly persons in the community. They use interrogative expressions. They also learn to express similarities and differences using demonstrative adjectives.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations
CGE1d - develops attitudes and values founded in Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
CGE2a - listens actively and critically to understand and learn in light of gospel values;
CGE2b - reads, understands, and uses written materials effectively;
CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;
CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
CGE4b - demonstrates flexibility and adaptability;
CGE4c - takes initiative and demonstrates Christian leadership;
CGE5a - works effectively as an interdependent team member;
CGE5c - develops one's God-given potential and makes a meaningful contribution to society;
CGE5d - finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
CGE5e - respects the rights, responsibilities and contributions of self and others;
CGE5f - exercises Christian leadership in the achievement of individual and group goals;

CGE5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
CGE6e - ministers to the family, school, parish, and wider community through service;
CGE7j - contributes to the common good.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

OL1.02 - use visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OL1.03 - identify features of the culture of countries where the language is spoken (e.g., holidays and cultural events);
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.03 - express opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on television shows);
OS1.04 - apply knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentations);
RE1.01 - read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);
RE1.02 - read aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.03 - use visual cues (e.g., illustrations, punctuation) and verbal cues (e.g., word endings, sentence structure, context) to determine the meaning of texts in print and other media (e.g., magazines, newspaper articles, texts on CD-ROMs and the Internet);
RE1.04 - respond to what they read in a variety of ways (e.g., retell stories);
RE1.05 - identify features of the culture of countries where the language under study is spoken (e.g., festivals, historical sites);
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.02 - write a variety of questions and answers;
WR1.03 - write in different forms to express ideas and opinions, using a model (e.g., prepare a questionnaire);
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers);
WR1.05 - apply knowledge of the culture of countries where the language under study is spoken in various activities, using both print and electronic resources (e.g., communicate with a pen or key pal in another country);
GL1.03 - Pronouns: interrogative pronouns;
GL1.05 - Adjectives: demonstrative adjectives, interrogative adjectives.

Planning Notes

The teacher:

- gathers written interviews from various Italian language magazines;
- prepares charts of interrogative pronouns and adjectives;
- reserves computer lab/library for computer activity;
- prepares copies of exercises and test for students;
- makes arrangements for the students to visit Italian-speaking elderly - persons in a retirement home, in their own families, or in their neighbourhoods;
- makes arrangements to buy gifts of appreciation for the persons interviewed.

Prior Knowledge Required

- present tense, regular verbs and irregular verbs, including frequently used irregular verbs
- present perfect tense
- regular adjectives and irregular adjectives, including frequently used irregular adjectives
- common conjunctions
- word order in simple sentences (positive, interrogative, negative)
- word order in complex and compound sentences
- basic salutations

Teaching/Learning Strategies

1. Pairs: Students read aloud to one another an interview from an Italian language magazine. They list words they recognize as being interrogative.
2. Whole Class: Students list their interrogative expressions and the teacher categorizes them on the board as follows: *Pronomi interrogativi* and *Aggettivi interrogativi*.
3. Pairs: Students listen to and read along to two autobiographical sketches of Italians on the CD ROM program – Incontri a Roma. Students answer the program questions entitled "*Che cosa si ricorda Lei di...?*"
4. Whole Class: While comparing two of the Italian speakers of the *Incontri a Roma* program, teacher presents demonstrative adjectives (*quello, questo*).
5. Pairs: Students prepare ten questions to ask an elderly Italian person. The teacher verifies the appropriateness of each pair's questions. Students visit elderly persons and ask their questions. Students present the person they have interviewed with a token of appreciation. If agreed upon by the interviewee, students could take photographs and/or videotape their visit. Students assemble their information (questions, answers and possibly photographs and video).
6. Whole Class: Students present their interviews.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/Understanding Thinking/Inquiry	RE1.01 RE1.02 RE1.03	magazine articles	Pairs of students search for interrogative expressions.
Knowledge/Understanding Thinking/Inquiry Communication Application	OL1.02 OL1.03 WR1.02 RE1.01 WR1.04 RE1.03 RE1.04 RE1.05	CD-ROM	Students work in pairs to answer questions based on autobiographical sketches.
Knowledge/Understanding Thinking/Inquiry Application	WR1.02	test	Students complete a written assessment task on interrogative pronouns and adjectives, and demonstrative adjectives.
Knowledge/Understanding Thinking/Inquiry Communication	OS1.01 OS1.03 OS1.02 OS1.04 WR1.01 WR1.04 WR1.02 WR1.05 WR1.03	rubric (written and oral)	Students prepare and present interviews with an elderly Italian person.

Accommodations

- Consult student's Individual Education Plan (IEP).
- Pair up stronger students with those experiencing difficulty.
- Allow more time and/or withdrawal for tests.

Resources

Print

Bozzo, Giovanni, *Parole nel contesto*. Montréal: Eder & Eden, 1996. (pp.16, p. 53)

Celli Merlonghi, Franca et al. *Oggi in Italia. 6th ed.* Boston: Houghton Mifflin Company, 1998. (text, workbook and audiotape) (interrogative pronouns and adjectives: text, pp. 93-96, workbook, pp. 38 & 42, lab manual/audiotape, pp. 201-202; demonstrative adjectives: text, pp. 159-162, workbook, pp. 60-61, lab manual/audiotape, pp. 213)

Danesi, Marcel. *Adesso! 2nd ed.* Toronto: Heinle and Heinle Publishers, 1997. (text, workbook, and audiotape) (interrogative pronouns and adjectives: text, p. 61; demonstrative adjectives: text, p. 230, pp. 238, pp. 259-260)

Federici, Carla and Carla Larese Riga. *Ciao 2nd ed.* Toronto: Holt, Rinehart & Winston Inc., 1990. (text, workbook and audiotape) (interrogative pronouns and adjectives: text, pp. 26-27, p. 60-61, pp.74-76, workbook, pp. 8-9, p. 19, pp. 23-24, laboratory/audiotape, p. 151, p. 159, p. 163; demonstrative adjectives: text, pp. 165-167, workbook, pp. 49-50, laboratory/audiotape, p. 184)

Idee pratiche per lezioni d'italiano. St. Paul, Minnesota: EMC Publishing, 1994. (p. 110)

Mollica, Anthony. *A te la scelta*! Welland, Ontario: Éditions Soleil Publishing Inc., 1992. (p. 87, p. 124-128)

Technology

Moro, Anna L. and Samuel D. Cioran, *Incontri a Roma*. Hamilton, Ontario: McMaster University Press, 1997. (workbook, audiotape, CD and software)

Web Site

http://adesso.heinle.com

Community

Italian retirement homes in the community, if applicable.

Activity 5: Comprendere

Time: 400 minutes

Description

Students read short novels in Italian from the *All'Avventura* series to improve their comprehension skills and cultural awareness. Students work collaboratively and dramatize several chapters of the novels to develop oral language skills.

Strand(s) and Expectations

CGE2b - reads, understands, and uses written materials effectively
CGE2c - presents information and ideas clearly and honestly an with sensitivity to others;
CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
CGE4b - demonstrates flexibility and adaptability;
CGE4c - takes initiative and demonstrates Christian leadership;
CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills;
CGE5a - works effectively as an interdependent team member;
CGE5e - respects the rights, responsibilities and contributions of self and others;
CGE5f - exercises Christian leadership in the achievement of individual and group goals;
CGE5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Strand(s): Oral Communication, Reading

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

OL1.02 - use visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OL1.03 - identify features of the culture of countries where the language is spoken (e.g., holidays and cultural events);
OS1.01 - use standard pronunciation, intonation, and tones in Italian (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.04 - apply knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentations);
RE1.01 - read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);
RE1.02 - read aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.05 - identify features of the culture of countries where the language under study is spoken (e.g., festivals, historical sites);
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe their personal talent);
WR1.02 -write a variety of questions and answers;
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers);
WR1.05 - apply knowledge of the culture of countries where the language under study is spoken in various activities, using both print and electronic resources (e.g., communicate with a pen or key pal in another country).

Grammar and Language Knowledge: No new structures formally introduced.

Planning Notes

The teacher:

- regroups students for the various tasks;
- reserves a video camera;
- makes arrangements with community elementary schools/groups for a public performance.

Prior Knowledge Required

- previous studied grammar structures and vocabulary

Teaching/Learning Strategies

1. Whole Class: The teacher reads aloud the first chapter of "*Destinazione Italia*" to the class. The teacher asks the students aloud the comprehension questions following chapter one. The teacher divides the class into four groups and assigns one book of the series to each group.
2. Individual: Students read the books and answer in writing all the questions that follow the chapters. The teacher grades written responses.
3. Small Groups: Students recreate and present two to four chapters from their books. Students may use one of a variety of forms of dramatizing their chapters. Examples include: role-play, puppets, interviews, and video.
4. Whole Class: Students present their dramatizations. They could perform their dramatizations for parents, in community centres, retirement homes, and/or elementary schools where Italian is taught.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/Understanding Communication Application	RE1.01 WR1.02 RE1.02 WR1.04 RE1.05 WR1.05 WR1.01	marking scheme	Students complete chapter questions.
Knowledge/Understanding Communication Application	OL1.02 OS1.02 OL1.03 OS1.04 OS1.01	rubric for oral presentations	Students perform dramatizations of their books.

Accommodations

- Consult student's Individual Education Plan (IEP).
- Place students experiencing difficulty in groups with stronger students.
- Allow more time to complete tasks.

Resources

Print

All'Avventura series: (1) *Destinazione Italia*. (2) *Avventure in Toscana*. (3) *Sulla strada del contrabbando*. (4) *Pericolo sulla costa amalfitana*. St. Paul, Minnesota: EMC Publishing, 1993.

Community

students' parents
Italian community centres/clubs
Italian retirement homes
elementary schools where Italian is taught

Activity 6: Continuare

Time: 300 minutes

Description

In this activity, students role-play the life of Jesus, focussing on his contributions toward the common good. Students have the opportunity to practise their writing and oral skills.

Strand(s) and Expectations

Ontario Catholic School Expectations

CGE1c - actively reflects on God's Word as communicated through the Hebrew and Christian scriptures;
CGE1i - integrates faith with life;
CGE2a - listens actively and critically to understand and learn in light of gospel values;
CGE2b - reads, understands, and uses written materials effectively;
CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;
CGE4f - sets appropriate goals and priorities in school, work, and personal life;
CGE5a - works effectively as an interdependent team member;

CGE5e - respects the rights, responsibilities, and contributions of self and others;
CGE5f - exercises Christian leadership in the achievement of individual and group goals;
CGE5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

OL1.01 - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - use visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OS1.01 - use standard pronunciation, intonation, and tones in Italian (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.03 - express opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on television shows);
RE1.01 - read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);
RE1.02 - read aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.03 - use visual cues (e.g., word endings, sentence structure, context) to determine the meaning of texts in print and other media (e.g., magazines, newspaper articles, texts on CD-ROMs and the Internet);
RE1.04 - respond to what they read in a variety of ways (e.g., retell stories);
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe a painting);
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers).

Grammar and Language Knowledge: No new structures formally introduced.

Planning Notes

The teacher:

- selects a story to read about Jesus' service;
- pre-plans grouping of students for the dramatizations of Jesus' life;
- makes arrangements for the videotaping of the oral presentations;
- conacts churches and/or elementary schools where Italian is taught.

Prior Knowledge Required

- previous grammar structures and vocabulary words learned

Teaching/Learning Strategies

1. Whole Class: The teacher reads a story in which Jesus performs in the service of others. The teacher and students discuss Jesus' actions and compare his life to the lives of modern pop heroes. Students examine their own lives and note the similarities and differences they share with Jesus.
2. Small Groups: Students select a story about Jesus as a servant. Students rewrite the story as a script which they dramatize before the class. Students memorize their lines and use props and costumes to enhance their performances.
3. Whole Class: Students present their dramatizations to the rest of the class. After each performance, the audience identifies the manner in which Jesus served. The teacher videotapes dramatizations. Students may present at a church and/or at an elementary school where Italian is taught.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/Understanding Thinking/Inquiry Communication Application	OS1.01 RE1.03 OS1.02 RE1.04 OS1.03 WR1.01 RE1.01 WR1.04 RE1.02	peer evaluation	Students work in small groups to prepare their dramatic presentations.
Knowledge/Understanding Communication Application	OL1.01 OL1.02 OS1.01 OS1.02	rubric for oral presentations	Students present their dramatizations of Jesus' life.

Accommodations

- Consult student's Individual Education Plan (IEP).
- Place students experiencing difficulty in groups with stronger students.

Resources

Print

La Sacra Bibbia. Edizione Ufficiale della Conferenza Episcopale Italiana. Milano: Edizioni San Paolo, 1985.

La vita di Gesù. Milano: Gruppo Editoriale Fabbri, 1981.

Community

Roman Catholic churches within the community
elementary schools where Italian is taught

Activity 7: Celebrare

Time: 300 minutes

Description

In this culminating course activity, students unite to prepare and celebrate a liturgy.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE1b - participates in the sacramental life of the church and demonstrates an understanding of Centrality of the Eucharist to our Catholic story;
CGE1c - actively reflects on God's Word as communicated through the Hebrew and Christian scriptures;
CGE1f - seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship;
CGEli - integrates faith with life;
CGE2a - listens actively and critically to understand and learn in light of gospel values;
CGE2b - reads, understands, and uses written materials effectively;
CGE2c - resents information and ideas clearly and honestly and with sensitivity to others;
CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;
CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
CGE4b - demonstrates flexibility and adaptability;
CGE4c - takes initiative and demonstrates Christian leadership;
CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills;
CGE5a - works effectively as an interdependent team member;
CGE5e - respects the rights, responsibilities, and contributions of self and others;
CGE5f - exercises Christian leadership in the achievement of individual and group goals;
CGE5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
RE1.02 - read aloud with expression, to further develop standard pronunciation, intonation, and tones;
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers).

Grammar and Language Knowledge: No new structures formally introduced.

Planning Notes

The teacher:

- makes a list of the tasks necessary for the liturgical celebration;
- contacts an Italian-speaking priest to be the celebrant at the mass;
- books chapel/church for the liturgical celebration.

Prior Knowledge Required

- previous grammar structures and vocabulary words learned

Teaching/Learning Strategies

1. Whole Class: The teacher reviews the various parts of the mass with the students, as per the mass booklet "*Il nostro libretto liturgico*" (See Appendix 5h).
2. Small Groups: Students are invited to volunteer for various tasks to prepare for the liturgical celebration. The tasks are as follows:
   - First Reading
   - Second Reading
   - Prayer of the Faithful
   - Presentation of the Gifts
   - Music: Instruments and Hymns
   - Art
   - Invitations
   - Refreshments

The following activities completed during the course could be included in the liturgical celebration:

Unit 1:	
La mia preghiera	(written in mass booklet)
Unit 2:	
La mia poesia famigliare	(written in mass booklet)
Un albero d'affetto	(could be exchanged as a sign of peace; could be used for display)
Unit 3:	
Le mie intenzioni	(written in mass booklet)
I miei doni	(written in mass booklet)
Unit 4:	
Canzone o poesia di felicità	(written in mass booklet) (could be sung at the liturgy)
Unit 5:	
Il mio lavoro comunitario	(written in mass booklet)
La nostra comunità volontaria	(could be displayed at the liturgy)
Presentazioni: Gesù come servitore	(could supplement bible reading)

3. Whole Class: The teacher, students, priest and invited guests celebrate mass together.

Accommodations

- Students are invited to volunteer for various tasks according to their varying abilities.

Resources

Print

La Sacra Bibbia. Edizione Ufficiale della Conferenza Episcopale Italiana. Milano: Edizioni San Paolo, 1985.

Web Sites

Online Bibles

www.crs4.it/~riccardo/letteratura/bibbia/bibbia.html

www.bible.gospelcom.net/bible? - language = italiano

www.intratext.com/testi/NTPBibbia-it.txt/!indice.htm

Community

Liturgical celebration invitations to: family members, priest, members of the Italian community

Appendix 5a

Chi fa questo lavoro?

1. Chi lavora in una scuola?
2. Chi guida un autobus?
3. Chi scrive per un giornale?
4. Chi lavora in un ufficio?
5. Chi vende vestiti in un negozio?
6. Chi fa parte del governo?
7. Chi dice la messa ogni domenica?
8. Chi ripara le automobili?
9. Chi lavora in una banca?
10. Chi protegge la comunità?
11. Chi disegna case e appartamenti?
12. Chi lavora in una stazione ferroviaria?
13. Chi parla diverse lingue al suo posto di lavoro?
14. Chi ti porta in gondola?
15. Chi lavora in aereo?
16. Chi gioca negli stadi?
17. Chi lavora al ristorante?
18. Chi si serve del computer?
19. Chi lavora all'ospedale?
20. Chi interpreta nei film?

Appendix 5b

Prova

Professioni/mestieri, luoghi, e mezzi di trasporto

		Professione/ Mestiere	**Posto di lavoro**	**Mezzo di trasporto**
Esempio		un insegnante	una scuola	una macchina
	1.	un cantante	_____	_____
	2.	un avvocato/ un'avvocatessa	_____	_____
	3.	un elettricista	_____	_____
	4.	_____	_____	un aeroplano
	5.	_____	_____	un'ambulanza
	6.	un tassista	_____	_____
	7.	_____	un ospedale	_____
	8.	_____	_____	_____
	9.	_____	_____	_____
	10.	_____	_____	_____

Appendix 5c

Il passato prossimo con "essere"

_____R
_____E
_____N
_____A
_____T
_____A

_____E

_____D
_____A
_____V
_____I
_____D
_____E

_____P
_____R
_____E
_____M
_____U
_____R
_____O
_____S
_____I

Appendix 5d

Il passato prossimo con "essere"

(Le risposte)

R iuscire
E ntrare
N ascere
A ndare
T ornare
A rrivare

E ssere

D iventare
c **A** dere
V enire
I mpazzire
D ivenire
disc **E** ndere

P artire
R imanere
sc **E** ndere
M orire
U scire
R estare
rit **O** rnare
S tare
r **I** partire

Appendix 5e

Caro Diario
(Cosa hai fatto ieri?)

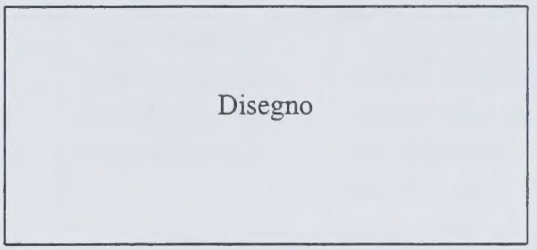
Un esempio:

Ieri è stata una bella giornata. A scuola ho ricevuto i risultati di una prova d'inglese e sono rimasta molto contenta del mio voto. La mia presentazione d'italiano è andata molto bene. Ho cercato di parlare con pochi errori. La mia migliore amica, Maria, non è venuta a scuola. Non sta bene; ha l'influenza. Ieri pomeriggio, ho pranzato con degli amici della lezione di matematica. Sono stati molto accoglienti. Dopo scuola, ho giocato a calcio con altri amici.

Ieri sera alle sei, sono ritornata a casa, molto stanca. Ho aiutato i genitori a preparare la cena e abbiamo parlato un po'. Abbiamo mangiato, e poi ho incominciato a fare i miei compiti. Alle nove, quando ho finito il mio lavoro, ho chiamato la mia amica malata, e poi sono andata a letto.

Appendix 5f

Coat of Arms
(Simplified)
Lo Stemma



1. Io ho lavorato in un ospedale.
2. Ho scelto questo servizio perché voglio essere medico.
3. Ho imparato che i malati hanno bisogno del sostegno e della compagnia.

Marking Scheme

1.	Vocabolario:	/5
2.	Correttezza Della Lingua:	/5
3.	Disegno Incluso:	/5
	Voto Complessivo:	/15

Appendix 5g

RITI DI CONCLUSIONE **(in piedi)**

Il mio lavoro comunitario

Dopo la Comunione, il Sacerdote dà la benedizione:

Vi benedica Dio onnipotente,

Padre e Figlio e Spirito Santo.

Noi diciamo:

Amen.

Il Sacerdote dice: Nel nome del Signore, andate in pace.

Noi diciamo:

Rendiamo grazie a Dio.

Il Sacerdote parte e noi usciamo

quietamente, avendo riaffermato la nostra fede.

Appendix 5h

Rubric for Evaluating Aural/Oral Communication

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding	- uses recently taught language knowledge with limited accuracy	- uses recently taught language knowledge with some accuracy	- uses recently taught language knowledge with considerable facility and accuracy	- uses recently taught language knowledge with a high degree of facility and accuracy
Communication	- speaks with hesitation and limited accuracy - demonstrates limited aural understanding	speaks somewhat fluently, with some accuracy - demonstrates some aural understanding	speaks quite fluently and pronounces with considerable accuracy - demonstrates considerable aural understanding	speaks fluently and pronounces with a high degree of accuracy - demonstrates very good aural understanding
Application	- forms sentences and questions with limited accuracy - has difficulty responding to spoken cues	- forms sentences and questions with some accuracy - has occasional difficulty responding to spoken cues	- forms sentences and questions with considerable accuracy - responds to spoken cues quite accurately and appropriately	- forms sentences and questions with a high degree of accuracy - responds to spoken cues accurately and appropriately
Thinking/Inquiry	- expresses very few interesting and relevant details	- expresses a few interesting and relevant details	- expresses interesting and relevant details	- expresses many interesting and relevant details

This rubric may be adapted to assess students' use of language in a group activity.

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 5i

Rubric for Evaluating Writing

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding	- uses recently taught language knowledge with limited accuracy on rough copy - has considerable difficulty making corrections on final copy	- uses recently taught language knowledge with some errors on rough copy - has some difficulty making corrections on final copy	- uses recently taught language knowledge with some facility on rough copy - corrects final copy quite easily and appropriately	- uses recently taught language knowledge with a high degree of facility on rough copy - corrects final copy easily and appropriately
Communication	- has considerable difficulty writing sentences to convey meaning	- has some difficulty writing sentences to convey meaning	- conveys meaning well through writing	- conveys meaning very well through writing
Application	- has considerable difficulty organizing the elements of a sentence	- has some difficulty organizing the elements of a sentence	- organizes the elements of a sentence quite accurately and appropriately	- organizes the elements of a sentence with a high degree of accuracy and appropriateness
Thinking/Inquiry	- incorporates very few interesting and relevant details	- incorporates a few interesting and relevant details	- incorporates interesting and relevant details	- incorporates many interesting and relevant details

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.